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**Wednesday 09:00 – 10:15, Lecture Theatre 3**  
*Key Presentation*

**Teacher Education for the 21st Century: Research and Teacher Learning**

Marilyn COCHRAN-SMITH (Boston College, United States)

This paper will focus on the role of research in teacher education and teacher learning. The paper has two parts. The first part makes the argument that although there are many debates that focus on research and teacher education in the United States and elsewhere, these debates are actually quite different from one another, depending on the discourse contexts in which they occur and the larger policy and professional agendas to which they are attached. They also vary according to the underlying meanings of research and the assumptions they make about teaching, learning, and teachers’ professional development. The first part of this paper provides a conceptual framework for the complex debates about research and teacher education by making many of the above assumptions explicit, identifying five major images of research that are prevalent: research as weapon, research as report card, research as warranty, research as foundation, and research as stance.

Analysis of these five meanings of research and the discourse contexts in which they are invoked serves as the basis for the remainder of the paper. The second part of the paper focuses explicitly on the discourse related to teacher education—research as stance—in order to clarify the potential role of research in teacher learning. Drawing on examples of teachers and teacher educators working in three U.S. cities, the paper argues that research stance on the work of teaching and teacher education enhances teachers’ and teacher educators’ understanding of the complexities of teaching and learning, construct rich learning opportunities for students, interrogate their own assumptions, and work for social justice.

**Wednesday 10:45 – 12:45, Lecture Theatre 3**  
*Featured Symposium*

**International Discourse on Professionalism, Accountability and Standards: Harmonizing Policy for Professional Practice**

Allan LUKE (National Institute of Education, Singapore)  
Christopher DAY (University of Nottingham, United Kingdom)  
Robert YINGER (Baylor University, United States)

Three key terms associated with policy development in the education systems of most countries throughout the world are 'standards', 'accountability' and 'professionalism'. As a result of ideological and social improvement, governments have intervened in all aspects of the governance, leadership, teaching, learning and assessment. While such interventions have been managed in different ways, the effects upon teachers and teacher education are not always positive. Cherished values and practices have been challenged, and a sense of professionalism has been eroded. The centralist, market-driven policies have been confined only to education. Other professions, too, have faced pressures. This symposium will discuss the changing nature of teaching, teacher education and teachers work in the West, explore tensions within and between policy and practice and raise possibilities for harmonization.
1. **Skilling, Deskilling and Professionalism in Asia and the West: Some Critical Comments on Changing Nature of Teaching as Work**

Allan LUKE (National Institute of Education, Singapore)

These comments begin from Michael Apple's (1978) prototypical application of Braverman's models of deskilling to analyse the standardisation and surveillance of teaching as work under 'technocratic' educational control. It is made that prototypical policy models in the west like 'No Child Left Behind' and the UK National Curriculum policy have marked a powerful return of teacher deskilling/skilling cycles through curriculum standardisation and testing. In contrast, comparative situations in Australia and Singapore are described - where there have been attempts, albeit beginning from quite different baselines, to increase teacher 'professionalism' and autonomy, a dependency on narrow instructional scripts through systematic policy emphases on 'pedagogy'.

2. **School Reform and Transitions in Teacher Professionalism and Identity.**

Christopher DAY (University of Nottingham, United Kingdom)

Transitions in the operational definitions of professionalism over the last 20 years will be discussed. The consequence of (imposed) changes in the control of curriculum and assessment and increased measures of accountability, teachers in most countries now work within cultures in which their careers are ever more dependent upon external definitions of quality, progress and achievement for their success. Although many experienced teachers have maintained their identities, finding room to manoeuvre within a general reduction in their classroom autonomy, the pressure on these and younger colleagues is to comply with competing agendas. In such cultures, attention to teachers' identities - arguably central to sustaining motivation, commitment, job satisfaction and effectiveness - has been limited.

3. **Lessons in Professionalism from Other Professions**

Robert YINGER (Baylor University, United States)

Teachers and teacher educators have made significant investments in the last decade in promoting a professionalism rooted in a scientific knowledge-base, professional standards for practice, and professional development, licensure, and accountability. As this strategy has come under attack from those who advocate deregulation and free markets as the best way to improve teaching quality, educators are beginning to realise that teaching is a profession facing new societal pressures. This presentation will discuss lessons from new professional strategies being employed in medicine, law, and journalism that may be relevant guides to professional work in education.
**Wednesday 10:45 – 12:45, Seminar Room 1**

*Paper Presentation*

**Promoting Guidance through Affective Education Curriculum: What do Our Students Tell Us?**

Eadaoin K.P. HUI (The University of Hong Kong, Hong Kong)

This paper presented the evaluation of the implementation of an affective education curriculum in five secondary schools. The implementation adopted a systems approach to guidance, involving a professional teacher and educational psychologist in curriculum planning, and class teachers in implementation. Finding that both teachers and students considered the guidance curriculum having positive effects on student understanding, relationships and communication skills. Students specifically pointed to the experiential approach, a relaxing classroom atmosphere, and a warm teacher-student relationship as essential. These illustrate the pertinence of further enhancement of teachers’ implementation skills in developmental guidance.

**Cluster Approach to Continuous Professional Development of Mathematics and Science Teachers in South Africa: Phase 2 of MSSI Project**

Yumiko ONO, Masakazu KITA & Hiroaki OZAWA (Naruto University of Education, Japan)
Sipho DLAMINI (Mpumalanga Department of Education, South Africa)

From 1999 to 2002, Naruto University of Education (NUE) worked with Mpumalanga Department of Education (University of Pretoria (UP), South Africa to improve teacher quality of secondary mathematics and science teaching in the Province. Phase 1 of the project (MSSI) aimed at enhancing educators’ teaching skills and subject knowledge through continuous school-based INSET. To achieve this goal, MSSI employed a project design consisting of three components for three target groups.

1. CIs engage in 6 week study mission in Japan and develop training manuals for district level workshops.
2. On return, CIs organize and implement 3 district level workshops (3-4 day duration) a year for mathematics and science department (HODs) of participating schools. Prior to each district level workshop, preparatory training session takes place for all concerned CIs with the participation of NUE and UP.
3. Mathematics and Science HODs will in turn organize and implement hopefully 3 school-based INSET a quarter to disseminate materials, content knowledge and/or ideas learned with math and science to his/her school.

Monitoring data showed that School-based INSET was not practiced in participating schools as planned, materials developed in Japan by CIs and shared during district level workshops were not extensively used in class. Taking this fact into consideration, a substantial change was introduced in the Phase 2 to reach the classrooms: schools for unit of professional development, more focus on teacher leaders, and more emphasis on peer learning by lesson study. In the presentation, we analyze the reasons of little INSET and little use of developed from the questionnaire, suggest possible measures to overcome the difficulties, and discuss the possible impact study experience for the group of CIs who participated in Japan mission in November 2003.
Curriculum Structure and Implementation of Information Application Program in Comprehensive Schools

C-F. CHUANG (National Changhua University of Education, Taiwan)  
H-Y. LIU (National Chu-Shan Senior High School, Taiwan)

It has been almost 10 years since the idea of comprehensive high school emerged. In the new configuration courses are provided for senior students in addition to “academic” courses. What has happened to this co-regarding students, teachers, administrative staff, and physical condition? One of the vocational courses, Information Application Program (IAP), was adopted as a sample for the study because a majority of schools provide this program. This descriptive study aimed to depict some of above-mentioned aspects. Via document analysis, interview, and questionnaire survey, the authors gained some results. The findings revealed that the major factors affecting enrollment included availability of facilities and recommendations from teachers and past students. Since the curriculum structure and scheduling of IAP varied from school to school, the efficacy of curriculum was hard to be determined. Co-operation does exist. Teachers over the age of 45 holds significantly higher positive perception towards implementation and curriculum structure than those under the age of 30. Public school teachers display significantly different perception than private school teachers on several issue regarding the overall objectives, curriculum structure, equipment, educational assistance, curriculum design, and implementation.

The study revealed that further in-depth program evaluation is needed before an overall implementation takes place.

The Challenge of ICT Integration in Education as a Collaborative Focus for Curriculum Transformation

Cameron RICHARDS & Robert FITZGERALD (The Hong Kong Institute of Education, Hong Kong)

Any teacher who attempts to integrate ICT into their teaching inevitably becomes a curriculum ‘re-structure innovator’ – at least in terms of their own specific teaching contexts of curriculum learning and assessment, but beyond that. This needs to be understood as a collaborative enterprise to avoid the common practice of ‘re-inventing the wheel’. Any educator wanting to effectively integrate and use ICTs for teaching or learning needs to understand and apply basic pedagogical as well as technological principles of interaction design and develop ICT-supported learning environments relevant to their particular purposes and educational contexts. This responds to the challenge of reconciling technological and pedagogical contexts in terms of outlining a converging or framework of ICT-supported learning environments which more effectively connects the alternate virtual contexts of both teachers and learners. In short, it investigates the important function of context in relation to requirements and principles required to (a) reconcile technological and pedagogical aspects, and (b) harness the learning implications and possibilities of ICTs.
Mentors’ Perceptions of Their Roles and Their Own Professional Development

Tammy KWAN & Francis LOPEZ-REAL (The University of Hong Kong, Hong Kong)

During 2002-2002 a large-scale evaluation of its school-university partnership scheme was undertaken by the Education at the University of Hong Kong. This paper reports on part of this study with a focus on three major mentors’ perceptions of their roles during mentoring: whether their perceptions of their roles have changed when they acted as mentors; and their perceptions of their own professional development during the mentoring.

The data were obtained through an open-response questionnaire and selected follow-up interviews. The findings indicate an overwhelming attention given to the role of ‘provider of feedback’, which stresses the provision of pragmatic feedback given to the student teachers according to their personal strengths and weaknesses. However, for those mentors, perception of the most important role had changed over time, the direction of change was towards roles of ‘counselor’, ‘equal partner’ and ‘critical friend’ which emphasize a more relational aspect of working together with teachers to achieve professionally development. About 70% of the mentors claimed that they had benefited professionally from the mentoring process. The analyses of the mentors’ responses reveal four significant constructs of learning that lead to professional development, namely learning through self-reflection, learning from student teachers through mutual collaboration and learning from university tutors. Of these, the first appears to be the most significant.

Graduates as Change Agents: Improving Teaching Effectiveness in the United Arab Emirates

Peter MCNALLY & Barbara HAROLD (Zayed University, Dubai)

Student teachers in the current teacher education program at Zayed University in Dubai in the United Arab Emirates come from a background of largely teacher-directed rote learning using state-developed curriculum and assessment. The teacher education program introduces students to a wider range of methodologies including modern technologies, and emphasizes a more learner-centered approach to teaching in schools.

This study examines the extent to which students implement these learner-centered approaches in their settings and the changes in their expectations, values, beliefs as they engage in these experiences and the role teachers play in this. Do these graduates perceive their role as change agents in schools as they approach teaching and do the schools share this view of their role? The study uses surveys before and after practicum visits, interviews with students, and the development of individual case studies to document the changes over the four semesters.

The findings indicate there is some socialization back into traditional ways of teaching during the internship period which parallels studies in other countries. What is noteworthy is the confidence with which the graduates view their role to teach and the schools utilization of them as contributors to professional development and reform in their teaching.
Partnership Roles of University Teachers with Secondary School Teachers and Improved Learning

Francisca ALADEJANA (Obafemi Awolowo University, Nigeria)

This paper examines the ways university teachers work in partnership with secondary school teachers for professional development and improved educational practice. The study set out to answer the question of how partnership roles of university and secondary school teachers can promote learning among their students. This is based on the premise that when educational system rises beyond the level of its teachers, two questionnaires were administered, one was ad on 110 randomly selected secondary school teachers and the other on 96 randomly selected senior university teachers to collect information about their collaboration with each other. A guided interview was carried out amongst department in the Faculty of Education of the universities to assess policies in their teacher education that partnership with secondary school teachers. Descriptive statistics was used to analyze the data.

The results of the study showed that secondary school teachers worked cooperatively with university teachers there is some degree of reciprocity between them. The findings also revealed that there are some requirements education which ensure partnership between both teachers. Such cooperation can enhance the learning of students both levels. It can thus be concluded that university and secondary school teachers complement each other partnership roles. When these roles are effectively carried out it can lead to improved learning of the students. The significance of this study for teacher education and student learning are discussed.

“Questioning-Exploration-Experience” Learning in Preschool: A Social Construction of Knowledge

CHAN Sing Pui & CHENG Mei Lin (The Hong Kong Institute of Education, Hong Kong)

Knowledge on young children’s cognitive changes during the social interaction in learning activities is still very enhance understanding on this, this study aims to explore children’s construction of knowledge in relation interaction in the process of learning. From the Vygotskian perspective, cognition is originated from social situating in the activity. Higher mental function develops as a result of internalizing the social processes. Based on premise, two questions are addressed in this paper:

1. What does socially shared cognition look like in young children’s learning?
2. What adaptive behaviours are taken place in young children during social interaction?

This study adopts a naturalistic orientation in collecting data. A group of three-year-old children are observed videotaped during their learning activities. Facilitating by the teacher, the children are engaged in a learning process an emergent design characterized by “Questioning”, “Exploration” and “Experience”. The object of learning is through children’s real life experiences.

Current findings reveal that young children share common goals in learning, and display behaviours reflecting changes regarding the object of learning. It is evident that children grow into the reconstruction of concepts through social interaction. It is concluded that children’s adaptive behaviours are embedded in the social interaction. The object of learning is through children’s real life experiences.

This study shed light for further investigation into the interplay of social and cognitive aspects of development in a joint process of construction of knowledge.
**Wednesday 10:45 – 12:45, Seminar Room 3**

*Paper Presentation*

**Instructional Leadership Competencies of Teachers in Taiwan’s Technical Higher Education**

I-Jun CHEN (Shu-Te University, Taiwan)

Since 1993, Taiwanese education authority has been promoting a series of educational reforms in a hope of school effectiveness and enhancing education quality. Yet any educational reform should be realized in instruct reflected by students’ performance. Therefore teachers are the key in teaching process; they play the dec its educational reform and innovation. Pedagogical refinement is the crucial factor in uplifting educational qu instructional research has become a convergent trend.

This study aims to investigate the current state of instructional leadership competencies of teachers in colleges/universities in Taiwan. It is hoped, through this research, to assist teachers to comprehend how to help students overcome learning barriers, and to increase satisfaction in learning. This study used “Teaching-Leading Competencies Instrument (TLCI)” based on the “path-goal” theory to conduct a survey on data. Teachers of six technical colleges/universities in Kaohsiung, Taiwan defined as research sample, question distributed to 313 teachers who are included as subjects through random sampling after stratification by fields of medical and nursing, humanities, design, and engineering and by areas of northern, central, and southern. Descriptive statistics, t-tests and ANOVA are used to investigate how teachers perceive instructional competencies.

The results indicate that technical higher education teachers perceive rather high instructional leadership competencies. Teachers of different age groups, years of service length and teaching fields report significant differences in instructional leadership competencies. Based on research findings and conclusion, the paper proposes suggestions to teachers of technical colleges/universities, educational institutions, educational authority and follow-up research hoped to contribute to improving educational leadership competencies of teachers in technical colleges/universities.

**Teacher Dispositions: Can We Reach Agreement?**

Lynn J. HOUSE (Delta State University, United States)

The assessment of teacher dispositions is a required component for accreditation by the National Court Accreditation of Teacher Education Programs in the United States of America. The presence or absence of teacher dispositions (attitudes, values, and beliefs) is also a topic of frequent discussion among educators. This presentation will focus on a study conducted to determine which teacher dispositions regional educators regard as appropriate for inclusion in a teacher education program. A survey was distributed to school superintendents, principals, teachers, and student teachers to determine which dispositions each group felt were appropriate to possess. Differences and similarities in the perspective of each group and the results from the total respondents will be examined. Planned strategies for the inclusion and assessment of the dispositions will be discussed. A specific list of the identified teacher dispositions will be distributed for review and reaction by participants. The results of the study will impact program development and assessment strategies for teacher education preparation program.
Academics’ Perceptions of Private University Establishment Standards and Teaching Quality

Aysen BAKIOGLU (Marmara University, Turkey)
Inst. Ozge HACIFAZLIOGLU (University of Bahcesehir, Turkey)

Finance is accepted to be one of the main factors determining the quality of “research and teaching” in higher institutions. Academic’s salary, laboratory, library, computer facilities and the amount of research fund academic/student at universities serve as the main determinants of quality, which directly or indirectly en “teaching quality”. Private university establishment standards and their teaching quality have been under deb last few years in Turkey. The purpose of this study is to determine academics’ perceptions of private establishment standards and their effect on teaching quality. So as to scrutinise academics’ perceptions toward quality at private universities, a series of unstructured interviews were undertaken with 10 academics, from pr assistant professors. After analysing the transcriptions of the interviews and reviewing the related lit questionnaire was prepared and applied to 112 academics. The scope of this research is limited to one publ private universities in Istanbul (Turkey), SPSS (Statistical Package Programme for Social Sciences Window 10.0) was used in the analysis of the data. It was found in the study that, searching students’ views about the about their course content and methods is taken more seriously by private universities due to financial (p<0.05). Another finding revealed that public universities create additional income resources by starting evenin which leads to an increase in the teaching hours of academics and the proportional decrease in their motiv research (p<0.05). In order to provide students with learning opportunities, more financial investments should l public universities and their research funds should not be shortened. Without research, teaching and learn education will not break the vicious circle of being repetitious. 

Key words: Private Universities, Private University Establishment Standards, Teaching quality

Improving the Professional Practice of New Teachers in Victorian Schools

Geoff EMMETT (Victorian Institute of Teaching, Australia)

The teaching workforce in Victoria is undergoing significant demographic change with over 50% of teachers e retire or leave the profession in the next five years. Teachers new to the profession have varying knowledge an receive varying induction. Up to 30% leave within their first five years. This paper reports on the mandated introduction of a standards referenced, evidence based process that all teachers in Victoria must undertake. The standards and the evidence based process to be undertaken tc standards were approved by the Victorian Minister for Education in November 2003. It also considers an ind mentoring program introduced to support beginning teachers to develop their professional practice in their fir teaching.

All beginning teachers must meet the standards of professional practice for full registration to be able to cont in Victorian schools. The 2500 new teachers are required to complete a portfolio under the guidance of a train\ The portfolio includes records of classroom activities, a written analysis of teaching and learning and a re\teacher's professional learning in the context of the standards. The standards of professional practice, the process required to demonstrate the standards and the induction † support beginning teachers is expected to prepare new teachers to meet the demands of professional practi and keep them longer in a time of significant change. The initial feedback from the 2500 new teachers sh\ positive contribution to their confidence, competence and satisfaction with their work. The implications of future implementation of standards of professional practice for graduates and experience and the concerns and issues raised are canvassed.
**Conceptions about Learning to Teach Geography through the Concept of Pedagogical Knowledge**

Irene Nga Yee CHENG (The Hong Kong Institute of Education, Hong Kong)
Philip G. STIMPSON (The University of Hong Kong, Hong Kong)

The paper addresses the student teachers' problem in interpreting and translating subject matter comprehensible by pupils. This ability to integrate subject matter, curriculum knowledge and a knowledge of referred to as pedagogical content knowledge or PCK (Shulman, 1986b). A two-year case study of the deve PCK exhibited by two contrasting cases of geography student teachers was conducted, on the underpinning PCK would change, and should definitely change, during training. The study has two major objectives, namely, the pattern and variations of student teachers’ conceptions of geographical PCK; and to discuss the & determined the path taken. A phenomenographic approach was used to analyse interview data collected at ke training.

The findings illuminated that the student teachers’ conceptions shifted in varying ways and to varying degr training, as their PCK grew. These varied paths reflected in particular differences in personality, aspirations, pa experiences and practical concerns. Data revealed that as their training progressed, the two student teachers more sophisticated conceptions of PCK. At the lowest level, this was seen merely as how to present ge information superficially. At higher levels they became increasingly aware of subject matter-pedagogy integrat

This diversity in the essence of learning to teach, and the fact that the interrelated tensions behind this der vividly within the interviews corroborating findings elsewhere, was striking. The study hence implies a s underpinning rationale of teacher education, towards a “humanistic” teacher education programme for geography teacher, in alignment with their various pathways in the development of PCK. A revolutionary cha teacher education curriculum is anticipated.

**Student Teaching and Practica in International Settings**

Craig KISSOCK (University of Minnesota, Morris, United States)

Though we do not live in isolation, educators are not very knowledgeable about the world beyond their border fail to prepare their students for the era of globalization of which they are and will be a part. Educators should π prepared to work within an imagined 100 kilometer service area of their preparing institutions. Instead, teache prepared to serve students from around the world and be enabled to teach across the global communι
educators must ask: What can teacher educators do to promote a global perspective in our profession responsibilities to educators and students throughout the world?

This paper offers several reasons why we have not prepared teachers to think and act globally, presents str doing so, and describes in detail one strategy - providing pre-service teachers opportunity to complete student t internship experiences in countries and/or cultural settings they are not familiar with.
Implementing the Integration: What are Teachers’ Beliefs about Curriculum Integration?

CHAN Kin-sang, Jacqueline (The Hong Kong Institute of Education, Hong Kong)

Traditionally, Hong Kong teachers are trained and performed as subject teachers in the secondary schools. The study aimed to explore teachers’ beliefs about curriculum integration in a secondary school in Hong Kong. Integration in this particular school meant the fusion of three subjects, i.e. Geography, History and Economic Affairs. Case study was adopted in this study. The unit of analysis was the individual teacher. Multiple methods used, i.e. documentary evidence, interview and observation. Triangulation of data was ensured. It was found that teachers generally perceived curriculum integration as a means to solve the problems of the crammed curriculum. Individual teachers’ beliefs about integration varied according to their different profiles of professional development. Teachers’ implementation was found in accordance with their beliefs. Discussions of the case were in three dimensions, i.e. the influence of school context on teachers’ beliefs, the influence of teachers’ personal judgments derived from experiences and the dialectical relationship between teachers’ working context and their personal judgments. The study shed light on the literature of teacher development in the upheaval of curriculum innovation. For policy makers, it is important for them to be aware of teachers’ beliefs, which, as the results of the teachers’ professional development, were significant factors to the access of curriculum innovation. For the teachers, it is important to be aware of their own beliefs and their respective impact on educational practice.


Michael Aiello (Liverpool John Moores University, United Kingdom)
Kevin Watson (Winstanley College, United Kingdom)

This research examines the possibility of creating a holistic approach to CPD which recognises the situational professional practice and the need for institutional impact with the needs of the individual teacher as professional. The paper examines a deliberate strategy of moving from action research to action learning, from communities to a learning organisation (Senge, 1992).

The aim of the paper is to investigate the effectiveness of a partnership CPD programme in the development of organisation and in providing individual staff with appropriate professional development (Knight and Trowler, 1999, 2002 on learning organisations, Trowler and Knight, 2001 on critical models of CPD, Revans, 1993 on learning organisations, Trowler and Knight, 2001 on critical models of CPD, Revans, 1993 on distributed leadership.

The research methods include participant observation and in-depth evaluation interviews with all stakeholders. Findings suggest that the approach can meet the needs of institutional impact and individual development but that the key element is the ongoing commitment and response to learning by the CEO. Such a commitment is particularly interesting in the current climate of school and institutional focused CPD. Its outcomes may be of significance to policy makers as they decide where CPD budgets should be held and to teachers concerned with developing careers, particularly in management whilst maintaining an informed theoretical and critical perspective.
Wednesday 10:45 – 12:45, Seminar Room 5

Symposium

Learning Study as a Tool for Building Learning Communities to Facilitate Teachers' Professional Development

LO Mun Ling, KO Po Yuk, LO-FU Yin Wah, Alice CHOW, Mee-ling LAI (The Hong Kong Institute of Education, Hong Kong)
PONG Wing Yan, Ming Fai PANG & Allen LEUNG (The University of Hong Kong, Hong Kong)
Ference MARTON (University of Göteborg, Sweden)

There is a growing consensus that schools and practising teachers can, in collaboration and/or in partnership with education institutions, make valuable contributions to initial and continuous teacher development, specifically teachers can see how their efforts result in improved student learning and achievement.

Learning Study, a Hong Kong version of the Japanese Lesson Study, was developed and used as a tool in a project (2000 – 2003) for improving teaching and learning. Learning Study, which is built on a school partnership model, and is grounded in a theoretical framework of variation (Marton & Booth, 1997), was found to be powerful for teachers’ professional development. In four years’ time, Learning Study has spread from two primary schools to over a hundred primary and secondary schools, and over a hundred Learning Studies had been developed. Learning Study was also used in mentoring to facilitate the forming of a “learning community”, to supplement the mentor-mentee model, where the professional growth of all teachers involved was enhanced.

In this symposium, we will illustrate how learning communities can be facilitated through engaging teachers in research cycles of Learning Studies, in which teachers are empowered to learn from their students, from each other, and from research as well.
**Wednesday 10:45 – 12:45, Seminar Room 6**

*Paper Presentation*

**Working and Learning under Pressure: a Psycho-Sociological Approach to Teacher Education and the Development of Reflective Practice**

Alex MOORE (University of London, United Kingdom)

This paper is based on three original research studies involving teachers talking about their professional development. The paper draws in particular on interviews and written testimonies of a group of beginning teachers talking about influences that either promote or obstruct the development of constructive reflection at the early stages of their professional careers. Four main areas of influence are identified and practical considerations, such as time constraints; the demands on practice and resultant tensions arising from of mandated policy and course content; popular conceptualisations and expectations of teachers in consciousness, including those that have already been ‘internalised’ by beginning teachers prior to their entry to the profession; and psychic tensions, whereby unresolved conflicts and issues from teachers’ social lives are reflected in their professional lives and classroom encounters. Drawing on both psychoanalytical theory and more general theory on professional development and adult learning, the paper concludes that in order for teachers, teachers and teacher trainer-educators to make the most constructive sense of classroom experiences, authentic learning and development, it is essential to pay full attention to each of these areas of influence. Furthermore, these areas need to be accounted for not in isolation, but in terms of how they interact with one another in the communities of practice and of the very complex lives and experiences of teachers as they negotiate idiosyncratic paths through various, often antagonistic circumstances, discourses and other pressures and con

**Implementing TBLT in Primary School ELT in Mainland China**

Ellen Yuefeng ZHANG (The University of Hong Kong, Hong Kong)

Task-based language teaching (TBLT) has been used as language pedagogy since the mid 1980s. In 2016, it was adopted in the top-down national English curriculum innovation in Mainland China. Since then there have been various measures taken to promote the use of TBLT in English language teaching in the Mainland. However, in TBLT implementation, there have been studies on the process of practical implementation of TBLT in EFL contexts, especially in Mainland China. The present research attempts to fill the gap by investigating the process of implementing TBLT in Shenzhen primary school English teachers' classroom-based teaching through questionnaire survey, observation, interviews and documents analysis. It has been found that these teachers have limited understanding of TBLT. And the most common types of TBLT used by these teachers include surveys and control discussions. The research not only describes a vivid picture of English teachers’ TBLT practices in the Mainland, but also has some insights in curriculum development and teachers' professional development in China as well as in the other EFL countries.
The Role of Academic Study in Teachers' Professional Development

Ruth WILLIAMS (Auckland College of Education, New Zealand)

Until relatively recently, primary teachers in New Zealand, have focussed on professional learning activities as the major focal point. In recent years, however, an increasing trend for them to undertake academic study degree qualification has emerged. Currently, there exists a compelling argument that if theory is to be relevant to practice it must be grounded in real classroom situations. Contrary to this contention, degree programmes viewed by teachers as having important consequences for their practice.

The aim of this research project, was to investigate the role of academic study undertaken towards a degree for teachers’ professional development. The participants were six experienced teachers, recently graduated degree programme. A qualitative methodology, using unstructured interviews was employed. The interviews audio-taped and transcribed. Broad descriptive categories and conceptual themes related to the research question identified and transcripts coded in relation to them.

The results indicated that all six teachers considered that the undertaking of a degree qualification had significant changes to their practice. The argument that the theory related to a degree programme is irrelevant because it is divorced from real classroom situations was refuted.

The author concluded that the undertaking of a professional degree is a powerful form of teacher professional development, one that has often been overlooked in the literature assessing the merits, or lack thereof, professional development initiatives.
**Wednesday 10:45 – 12:45, Seminar Room 7**

**Paper Presentation**

**Using Concept Map to Scaffold Pre-Service Teachers’ Self-Directed Learning**

Magdalena Mo Ching MOK & Ching Leung LUNG (The Hong Kong Institute of Education, Hong Kong)

This study aims to describe the process on how concept map can be used to scaffold pre-service teachers’ self-directed learning and to provide feedback to teacher educators on student progress.

New developments in the conception of learning and technology have necessitated lifelong learning. Core teachers have a significant role in developing students self-directed learning, which underpins lifelong learning (2000) identified metacognition as one of the key components of self-directed learning. In this study, concept map as a tool to scaffold learning by raising the learner’s level of metacognition. Concept map is a graphical representation of main concepts and the interrelationships among concepts within a specific domain of knowledge (Novak, 1990). Literature has documented favorable reports on the application of concept map to support learning (Frazer, Stoyanova & Kommers, 2002; van Boxtel, et. al, 2002).

The participants for this study comprised 20 student-teachers of a B.Ed. (Primary) degree programme. Students drew concept maps to represent their current conception of educational research at the beginning and end of the semester. The two sets of concept maps were compared to reflect the extent of learning of participants.

Analysis showed that (a) there was significant change in the complexity level of conceptual understanding; (b) student-teachers became more sophisticated in their self-directed learning; and (c) the concept maps shifted in focus from domains of research to methods of research. The results indicated that concept map is an effective tool for supporting student-teachers in their development of self-directed learning.

**Teacher Professional Development through Action Research in Teachers Development (TDSs): Its Value, Benefits, Issues and Problems**

Bangping DING & Hong NING (Capital Normal University, China)

Within the framework of Teachers Development Schools - new partnerships created collaboratively by the Education at Capital Normal University and schools in Beijing, teacher growth and professional development is the aim of the study is to evaluate and analyze the action research done by both university researchers and practitioner researchers. The central part of the presentation is devoted to describing and analyzing the development of those schools through the eye of their principals, and of some teachers who are thought to be benefited greatly of such partnerships established in those schools, using the methods of interviews, participant observation, and documentary analysis. Selected issues are considered of the cultural conflict experienced by both the researchers and school leaders and teachers involved in those TDSs, and suggestions as to how to facilitate growth and professional development within TDSs are offered.
Appropriating Teaching-Learning Materials: An Effectiveness Dimension

MITHANI S.S., UMMULBANIN A., SHAH Z.A. & MEMON Y. (The Aga Khan University, Pakistan)

Teacher education institutes in Pakistan through their offerings do not give appropriate emphasis on the value of Learning Materials (TLM) in improving teaching learning processes. When graduates of such institutes apply these in their real classroom they rarely use TLM because they are not equipped with professional knowledge and considering this situation Aga Khan University Institute for Educational Development introduced TLM i programmatic activities under Pakistan NGO Initiative. During such activities, the programme participants were with the exposure of using TLM in exploring different subject areas of primary curriculum. Furthermore, they engaged in identifying and developing low-cost/ no-cost alternatives of such material that they utilized in teaching components in real classroom. Through this exercise, the participants also developed their confidence and resources as fundamental part for bringing about positive changes in their teaching-learning processes. This highlights the strategies employed in the process of identifying; collecting and purchasing; pilot testing; handing utilization of TLM at classroom. Throughout the programmatic activities the project team successfully incor idea of TLM and found it effective and result-oriented in students learning. The graduates of such programme educational managers not only appreciated the concept but also incorporated the idea of TLM in the local pro grassroot level. This study would be an example for other educational institutions to appropriately emphasize on of TLM and incorporate in their programmes.

The Role of Action Research in Teacher Development: The Case of a Primary School Language Teacher in Hong Kong

Anita POON (Hong Kong Baptist University, Hong Kong)

The issue of lacking in sufficient subject trained English teachers has been puzzling Hong Kong for a long situation in the primary sector is even worse than that in secondary. Despite the government's strenuous phenomenon of having non-subject trained teachers to teach English is likely to stay on for some time. The pre explores the possibility of using action research as a means to help a non-subject trained Primary 5 teacher her English teaching in general, and teaching writing in particular. The findings suggest that action research is a means of teacher development.

The problem of lacking in sufficient subject trained English teachers has been puzzling Hong Kong for a long situation in the primary sector is even worse than that in secondary. Despite the government’s strenuous phenomenon of having non-subject trained teachers to teach English is likely to stay on for some time. The pre addresses the question of how to support the professional development of non-subject trained English teach from the formal channel of pursuing a Diploma of Education. This paper aims at finding out whether action research be employed a Primary 5 non-subject trained English teacher.
Wednesday 10:45 – 12:45, Telemedicine Centre

Local Project Presentation

Action Research by Teachers

WONG Ping Man (The Hong Kong Institute of Education, Hong Kong)
Paul LEE, Siu-Wai WU & Peter TANG (The Hong Kong Primary Education Research Association, Hong Kong)
Stephen LUI (Leung Sing Tak College, Hong Kong)
Queenie CHENG, Michael Man Fai LAU, LAM Siu Min, HUE Ka Keung & Iris Ki Hung CHAN (Kwok Pat Fong College, Hong Kong)

Action research is a type of applied research. It is action-oriented and a form of professional development. It is conducted by practitioners and is geared toward the improvement of professional practice. Action research as a tool of inquiry is used to discover solutions to discrete problems that emerge in any classroom or school. Presented here are three projects of action research that aim to improve areas of concern in teaching and learning at the individual subject, school and across-schools level. Queenie CHENG and her team present “The Action Research on Classroom Learning” which is a subject-based action research; Stephen LUI presents a school-based action research, “Working on What Works: A Case Study to Improve the Effectiveness of a Government School in Hong Kong”; and Paul LEE, Siu-Wai WU and Peter TANG of The Hong Kong Primary Education Association present “Sharing and Action Research on School Self-evaluation in Primary School”, an action research project joined by nine primary schools. This symposium provides a chance for open discussion.
International Perspective in National Approach to Teacher Education - Globalisation and Identity

Nelly Aleotti MAIA (Federal University of Rio de Janeiro, Brazil)

In an era of globalisation how to keep the cultural and national character of education? Can different cultural aspects benefit the solving of regional/national problems in education and teacher training? What is the role of tea in a technological world? (Comparing the views of De Tocqueville and Baudrillard about the significance of cultural identity from one century to another).

Since the 80s ICET keeps Regional Centres (Brazil, Peru, Africa) whose main objective is a response to these questions.

In 2003 the Regional Centre in Brazil organized a Seminar to discuss two main problems: what is expected of a technological world and the growing of drug use and violence in schools. Conclusions: educators in different regions face similar problems. An example: one school in Rio de Janeiro, Brazil (selected by UNESCO among 3.000 schools in the world and prized for its work) has solved the drug and violence problem by drama and music activities. This could be applied to other cultural realities.

Another conclusion: encourage establishing ICET Regional Centres to develop and exchange issues and experiences regarding the preparation of teachers considering global and national perspectives.

This exchange could benefit different cultural realities. In short: teachers should be prepared with a broad background to face the growing of technology and globalisation and not lose consciousness of national and cultural identity.

1 Some materials regarding this school may be seen after the session.

The Discourse of the Professional: Dialogue between Community Colleges in the United States and China

Yuanzhong ZHANG (Miami-Dade College, United States)

As one of the creative educational inventions by the U.S, community colleges have begun to gain currency in higher education, and are being integrated into its existing educational system. The rapid increase of the education workforce needs of pre-service and in-service workforce and the resulting impact on the global community has encouraged China and U.S. together in discussing and exploring the mission, vision, and strategies for community colleges...
This paper seeks to identify the significant topics and areas that arise from the recent interactions between the United States and China concerning the development of community colleges in China, and to examine opportunities and constraints/challenges from the perspectives of the participants who have been involved in the interaction. The data of the study were mainly comprised of the published documents, news release, conferer and presentations relating to the U.S.-China collaboration on community college, and the min-interviews conducted with selected professionals involved in the collaboration. Using discourse/document/linguistic techniques (Schiffrin 1994), this paper revealed the productiveness of the interaction and conversation between the U.S. and China on community college development, categorized the areas of collaboration that have taken place between the U.S. and China, delineated the respective uniqueness of community college in the U.S. and China, and measured the qualitative standpoint, the applicability of the U.S. community college model to China. The administrative/leader, teacher-level, and student-level factors that affect community college development in the U.S. and China were examined.

Exploration into the Role of the School Teacher in Mainland China: From an Institutional Perspective

Heng JIANG (Beijing Normal University, China)

The essence of teacher’s professionalism requires a full understanding in the teacher’s role in a broad sense to figure out what factors influence teachers’ lives and define the standards of teachers’ scholarly practice.

The relationship between the government and teacher education has gradually become a focus of the researchers in the area of teacher education. However, this question has not been fully argued in Mainland China. Although the government does play an important part in regulating the schoolteachers. This research utilizes a social perspective into the situation of the schoolteachers and analyzes the role of the schoolteacher against the Mainland China and the cultural changes in the process of globalization.

According to Theory of Education and National Development and the Perspective of Institutional Analysis, this essay states that the role of the schoolteacher is intentionally constructed by institutional environments, which include the government, teacher education system, professional organizations, national education system, national political and cultural systems. In Mainland China, the government is the key in the institutional construction of the schoolteacher role. Accordingly, schoolteacher has the role required by the government, the role required by the school system, the role required by the classes and the role identified by the professionals. These roles are conceptualized and altered institutional factors. Along with a case study on the schoolteacher in Mainland China, it is believed that the government should cooperate with the other institutional factors to create a democratic ecology as the institutional environment role construction of the schoolteachers and improve their lives and status in a real sense.
**Wednesday 10:45 – 12:45, Tutorial Room 2**

*Roundtable Discussion*

**Understanding the Implications of Teachers’ Self-Education**

Les TICKLE (University of East Anglia, United Kingdom)

The theme will be the connection between understanding the purposes of education, recognising and re-appreciating the potential of teachers as an educational resource and intellectual force, and appreciating the ‘problem of profession’ in terms of ‘continuing the journey of learning’. Concepts such as Self-actualisation, Self-education, and Life-long Learning will be examined in relation to teachers’ work and lives, to stimulate discussion in a search for new understandings they imply for contemporary times. Case studies from the innovative work of some individual teachers will be described.

**Working Environments and Their Link to the Retention of Early Career Teachers in New Secondary Schools**

Gillian WARD (Auckland College of Education, New Zealand)

The retention of secondary school teachers is an issue in New Zealand. Not only is an ageing teacher population the concern, there are also early career teachers leaving the profession. Ultimately, the inability to retain teachers impacts learning and staff morale. In secondary schools, the subject department is often the key focus for teachers’ routines and professional development. The literature regarding the retention of secondary school teacher contribution departmental work environments may have on the retention of early career teachers will be explored. The literature will be identified and possible research questions will be considered.
Linking Preschool Teachers’ Beliefs and Practices to Their Professional Training  
Sharon RYAN & Hao SONG (Rutgers University, United States)

Research evidence demonstrates that a high quality early education can ameliorate the effects of disadvantage, produce positive outcomes for children, their families, and society as well. Policymakers, therefore, are intensifying preschool as a means of ensuring that all children are prepared to succeed in school and beyond. This policy aim requires qualified preschool teachers. There is little empirical research, however, that addresses the kinds of knowledge that preschool teachers need to know, and the best methods for educating in-service teachers.

This study presents findings of a telephone interview with 689 preschool teachers working in the United States. Investigating how teachers’ professional preparation interacts with their professional beliefs and classroom practice, the interview protocol examined three areas: 1) teacher demographics, 2) their efforts to improve their qualifications, and 3) their beliefs and practices of teaching young children.

Teachers’ route of preparation, the setting in which they work, as well as the content of their preparation programs, were found to be significantly related to teachers’ beliefs about developmentally appropriate curriculum and instruction. Implementation of more developmentally appropriate practices. By collecting teachers’ insights on their preparation, these findings provide specific recommendations for teacher educators about how to improve their teaching as well as shedding light on related policy issues.
Wednesday 14:00 – 15:15, Lecture Theatre 3

Key Presentation

Students as the Stake-Holder: Reform in Teachers’ Professional Development amidst Advers

Kai-ming CHENG (The University of Hong Kong, Hong Kong)

Reform of teacher education is imminent. The coming of the knowledge economy and a learning society have brought unprecedented challenges to education and teacher education in particular. Among others, the spread of post-education to a larger part of the population, the expectation of generic capacity rather than subject disciplines for social capacities among young people have all expected educators to take anew look at their missions. Fundamental assumptions about learning are also being challenged. The question to teacher educators preparing teachers for such challenges? Further to this question is: Are we teacher educations also comfortable with such challenges?

However, we cannot assume that reforms in teacher education are launched in favourable larger environments. Declining demography, shrinking public expenditures, insecure employments conditions and unstable political situations have all contributed to difficulties to teachers and teacher education. In such circumstances, it has become more important than ever to fall back to the basics of education, and fundamental to such basic is to genuinely regard the one and only one stake-holder in education.
WHO’s Supporting WHOM? – Synergy in Teacher Professional Development

LO Tang Yim Man, Brenda (Education and Manpower Bureau, Hong Kong)
CHOW Shuk Ching, Annie (Tack Ching Primary School, Hong Kong)
KWOK Lai Man, Ellen (ELCHK Hung Hom Lutheran Primary School)
LAW Wai Han, Grace (Education and Manpower Bureau, Hong Kong)
LEE Suk Chong, Mandy (Education and Manpower Bureau, Hong Kong)

In the 1997 Policy Address by the Chief Executive, HKSAR, a team of curriculum developers was set up in the Department (known as Education and Manpower Bureau currently) to provide on-site curriculum support to primary schools. Initially the team deemed it their role to transmit innovative ideas and effective teaching skills to teachers to bring about classroom changes. Once when they were inside schools, they began to explore the complexities of the issue: the barrier between explicit and tacit knowledge, the perceived power relationshi external supporting agents and teachers, and the impact of organizational procedures on instructional practice. The transmission model could not find its root among adults’ learning in schools.

To face the challenge, research literature on teacher professional development was reviewed, advice from in consultants was sought, open dialogue with teachers and school heads was conducted, critical inquiry and reflection based on the evidence collected continuously. During the past six years, there were significant changes observed in schools as evidenced by the shift from supportive to collaborative relationship, from focusing on teachers’ personal development to researching on teaching and learning issues, from judgment being made by ‘experts’ to informed decision made by experts; increasing competence and confidence, the teachers are more ready to take risk and carry out innovative experiments; classrooms. They have also developed the practice of collecting evidence through lesson observation, analyzing work with follow up critical inquiries and collective reflection.

The communitarian sense, interdependent relationship, evidence-based practices, reflective culture and the knowledge generation to enhance students’ learning have led both teachers and supporters to grow professionally. The enhanced professional development among teachers enriched school-based curriculum and school improvement.
Teaching Music in Chinese Societies: A Comparison of Hong Kong and Taipei

LAU Kai-chi, Anthony (Queen's College, Hong Kong)

How does a music teacher in a junior secondary school teach Chinese music in the classroom? Does he/she follow its official syllabus, music textbooks or his/her own knowledge in the materials of Chinese music? What influence his/her choosing the nature and extent of Chinese music teaching in the classroom?

This study is concerned with the nature and extent of Chinese music teaching (implemented curriculum) in secondary schools in Hong Kong and Taipei. It identifies the influencing factors and makes recommendations for the development of Chinese music education as well as teacher education in Chinese music. The questionnaire survey for music teachers was followed by some interviews with selected music teachers, to determine more deeply their ideas and feelings about their choices. The researcher also carried out classroom observations.

The questionnaire survey was conducted among 395 junior secondary schools in Hong Kong and 59 junior high schools in Taipei with a return rate of 30% and 20% respectively. The results of the comparative study include the identification of the nature and extent of the implementation of Chinese music teaching, the limited Chinese music education back ground of the music teachers, the importance of teacher education in Chinese music and limited provision of teaching materials. The major conclusion of the study is understanding of the extent and nature of Chinese music teaching done by the current music teachers in the junior secondary schools of Hong Kong and Taipei, as well as, the influence they have on teaching.

Can Community Participation Be a Panacea for Educational Development in Low Income Nations?

Paradoxes and Potentials for Curriculum Re-Structuring through Community Participation

Hiromi MIYAO (University of Alberta, Canada)

One of the educational implications brought about by the shift in international development from the statist to alternative (revised) neo-liberal approaches has been the official embracement of community participation projects. Especially in low income nations, educational planners have welcomed the notion of community participation for its potential: (1) making instruction and curriculum more relevant to the needs of local communities; (2) engaging larger grassroots sector of the population with an extended financial coverage through community cost sharing; and (3) counteracting various persistent educational problems.

However, while catering to the idea of community participation, many stakeholders do not seem to fully question the assumptions underscoring such community participation approaches. This paper examines some of these assumptions, which are often blindly held, and further argues that to overlook these misplaced assumptions can result in a dangerous investment in an unattainable illusion, the "abuses of participation," and the legitimization of oppressive exploitative social structures. The following four assumptions are examined: (1) myths of community; (2) local input through community participation: how effective and how genuine?; (3) participation, motivation and choice examined; and (4) ruralized curriculum: a gap between principles and realities.

The paper concludes that education reform and curriculum re-structuring through community participation can only step toward efficiency, sustainability and equity only if these misplaced assumptions are seriously addressed, and transformation is made at the levels of individuals’ mindsets, project formation, states' roles and international agreements.
Teacher Educators’ Professional Learning through Collaborative Inquiry in a Community of Practice

Danjun YING (Zhejiang Normal University, China)

This paper is concerned with teacher educators’ professional learning in ‘a community of practice’ (Wenger et. al., 2002). In response to educational challenges in the 21st century, many teacher educators have engaged in professional development where they can work collaboratively as a community (Huffman & Kalnin, 2003; Cochran-Smith, 2003; Little, 2002). Such collaboration can be substantially enriched when inquiry is regarded as a stance on enterprise of teacher education and when they inquire collaboratively about ‘assumptions and values, prior knowledge and practice, the contexts of schools as well as higher education, and their own as well as their learning’ (Cochran-Smith, 2003:7).

In this paper it attempts to explore how the collaborative inquiry in RICH (a community emerging from curriculum innovation in a Chinese university) can help teacher educators bring up their own motivation, reflect identity to connect their ‘personal practical knowledge’ (Connelly et al., 1997) and professional knowledge to knowing and understanding. Observation and interviews are used to collect data including tapes of conversations and interviews, field notes of observation, and journals. Features of collaborative inquiry in factors that influence the inquiry process are identified in data analysis. The paper concludes with the emphatic importance of collaborative inquiry, which not only helps teacher educators to break isolation in their professional learning and harmonize their teaching, learning and personal lives, but also helps the community its own language and culture through sharing and reflection.

Teaching Mathematics with Computer Literacy: A Case Study of Curriculum Integration

Allan YUEN (The University of Hong Kong, Hong Kong)
Patrick WONG (The Mission Covenant Church Holm Glad College, Hong Kong)

With the proliferation of information and communication technology (ICT), the focus of computer literacy in education evolved from teaching computer programming to integrating ICT across subjects. However, most schools in China consider computer literacy as a stand-alone curriculum. An important question is how teachers integrate computer literacy into other curricula. This article endeavors to report a case study of integrating computer literacy into mathematics instruction aims to explore the conditions are essential to the curriculum integration. About 120 Secondary 3 students, two Computer Studies teachers, and one Mathematics teacher took part in the curriculum integration of teaching Geometry with Geometer’s Sketchpad. In order to portray a picture of the implementation, data included individual interview of teachers and post-activity questionnaire for students. Results indicated that students were positive in learning Geometer’s Sketchpad and were confident to master the software. However, the students were not certain whether they could effectively use the discovery approach to learn geometry with Geometer’s Sketchpad. The teachers’ interview reflected the curriculum integration could attain the following goals: students learned by doing, and the integration met the needs or request of parents and alumni. However, it was whether the curriculum integration provided multidisciplinary perspective. Finally, the article discussed the issues in connection to the case study: implications of curriculum integration for teacher development, impact of learning, ways of assessment in curriculum integration, and future study of pedagogical practice in curriculum integration.
The Chinese Model of Learning to Teach through Mentorship

Angelina Sin-yee LAW (The Hong Kong Institute of Education, Hong Kong)

This paper reports part of an ethnographic study on training primary school teachers in the cultural context of the中华民国. The analysis of the data suggested that student-teachers spent most of their time on lesson observation and preparing under the supervision of the mentor teachers during their teaching practice periods. Previous studies questioned whether a technocratic and mimetic approach could function to modernize the nation in the 21st century. By examining this view, the present study found that multiple modeling was the major approach of learning to teach by the student-teachers. Instead of blindly accepting whatever they observed or were instructed, continuous distillation as the student-teachers eradicated the impurities of the different models they encountered and allowed only everything to be retained to form their ever-renewing conceptions of teaching. This paper argues that being suitable for the workplace culture of “passing on of experience (xinhuaoc xiangchuan)” in primary schools and the hierarchial structure of the collective Chinese society, an important function of teacher education in China is to help student-teachers to become lifelong learners who are ready to engage in continuous professional development throughout their career. The study offers an alternative interpretation for teacher education that has been taken in China. It highlights how traditional culture functions to shape the practices of teacher education at large.

Mentoring as the Key to a Successful Student Teaching Practicum: A Comparative Analysis

Lydia PUNGUR (University of Alberta, Canada)

In order for teachers to be sufficiently prepared for the challenges of the teaching profession, it is vital that teachers receive comprehensive pre-service training. Pre-service training is the beginning of the road to the profession. How best to prepare student teachers for the world of the classroom is important, as it is this determines induction success and teacher retention. This paper will argue for the importance of the mentor and will address specific questions as to the roles and expectations of the key figures in the student teaching process in order to ensure successful outcomes. In order to gain an understanding of the strengths and weaknesses of programs, a cross-country analysis will be performed, including models from Canada, the United States and China. Utilizing document analysis and the author’s narrative of her experience as a university facilitator, this demonstrates that the essence of a successful teaching practicum is effective mentor-student teacher relationship forging of a close association with the academic world. A conceptual model for an ideal student teaching program is presented and discussed, centering on the key players: school coordinator, mentor teacher, and university working closely together with common goals for the student teacher. The conclusions reached should help greater awareness for the significance of an effectively prepared and supported mentoring program at the Education level.
A Case Study: Mentoring Non-indigenous Art Teachers in New Zealand on Ways of Working with Indigenous Knowledge

Jill SMITH (Auckland College of Education, New Zealand)

New Zealand is a country in which Māori, the indigenous people, are given protection of their taonga (treasures) under the Treaty of Waitangi (1840). The state must take responsibility for taonga and ensure education about its meaning and mana (status). Under the Treaty all students are required to honour its principles and become cognisant with the Treaty’s content. The majority of art teachers in New Zealand schools are European/Pākehā, however, thereby raising questions about their roles and rights in addressing indigenous knowledge. This paper focuses on the problems faced by non-indigenous art teachers, to mentor and empower them to gain the requisite knowledge and understand issues in this field with confidence, sensitivity and integrity. For my masters research in 2001 I conducted case studies of secondary schools. Findings revealed that where teachers had been mentored to include tikanga (respect for cultural values) and Māori visual arts education as a significant part of their school’s programmes a this was reflected positively in students’ responses, whatever the ethnicity of students and teachers. In this paper illustrations of students’ art works which provide a model of my mentoring process. Reference will be made to doctoral research which looks beyond biculturalism to address similar issues in multicultural art education.

Putting Mentoring into Practice

Sylvia Yee Fan TANG & Pik Lin CHOI (The Hong Kong Institute of Education, Hong Kong)

Since the last decade, the notion of mentoring has shifted from the socialization of novice teachers to the development of professional learning communities among teachers, veteran and novice, to bring about improvement in teaching and learning. This paper presents the “theory-and-practice connection model” adopted in two mentor preparation programmes in Hong Kong. While improvement of teaching and learning is the common focus of the two programmes, their programme objectives and duration. Structured mentoring practical work is an integral component of the two programmes Improvement of teaching and learning being the core of mentoring, action learning, experiential learning construction for professional development inform the design of the structured practical work. The practical work is three components: 1. self-analysis of teaching and learning; 2. lesson observation, pre- and post-lesson conference; 3. reflection on professional development. On the basis of this common framework, mentor trainees of one of the programmes undertake the structured mentoring practical work in the form of one-on-one contextualized in peer learning with other mentor trainees in the programme. Mentor trainees of the other programme through the practical work in the form of mentoring novice teachers in their own schools. By conducting analysis of trainees’ portfolios and focus group interviews with trainees, the study explores the impact of structured practical work on mentor trainees’ professional development. Initial findings are presented and implications for preparation and the development of a mentoring force are discussed.
Newly Qualified Teachers in Hong Kong: Professional Development or Meeting One’s Fate?

Victor FORRESTER (Baptist University, Hong Kong)
Janet DRAPER (University of Exeter, United Kingdom)

This paper addresses a gap in our current understanding of the experiences of newly qualified teachers in Hong Kong and how these experiences impact on their professional development. Two questions are explored: first, to what extent do new teachers in Hong Kong have a good professional start to their careers and second what might be made about their continuing professional development in teaching? Drawing on the literature of professional development and induction into post, a framework guides an analysis of research data drawn from questionnaire and responses collated from a sample of newly qualified Secondary teachers across their first school year. The experiences of these new teachers may be characterised as ‘meeting one’s fate’ for while some new entrants to the teaching profession are fortunate and find themselves in supportive school environments, the majority of new entrants find themselves key information and professional feedback. Bereft of support and dependent on self-evaluation, this majority are uncertain of their professional development. Accelerating this downward spiral is the apparently negative fixed-term contracts within a competitive job-market which combine to turn new entrants’ attention towards job security and away from an engagement with professional development.

These insights into the current reality of professional development of new teachers are significant given the role assigned to educators in a knowledge-based economy such as Hong Kong.

Meeting the Standard? The New Teacher Induction Scheme in Scotland

Janet DRAPER (University of Exeter, United Kingdom)
Jim O’BRIEN & Fiona CHRISTIE (University of Edinburgh, United Kingdom)

The induction of new teachers is significant for the development of attitudes to professional development and retention. Recent arrangements for Scottish teachers included a new Induction scheme from August 2004 onwards whereby newly graduated ITE teachers became entitled to a one year training post with a 70% workload, 30% of working time for professional development and 10% of an experienced teacher’s time for support. In return they must meet the Standard for Registered teachers (SFR) within a year. This paper reports the findings of a study comprising 12 case studies in which data was collected through interviews and questionnaires and included: interview and questionnaire from teachers, their mentors, induction managers and employers. Questions included:

How did beginning teachers experience the new scheme?

To what extent do expectations and aspirations for the new scheme match a) the reality as experienced and b) models of professional development?

What is the role of the new Standard in the early professional development of teachers?

The analysis is located in the literature on early professional development. Comparisons are drawn with findings from earlier studies in the late 1980s and mid 1990s which highlighted the balance between proving competence and developing. An emphasis on proving competence may encourage safe behaviour while an emphasis on developing support innovation and experimentation.
Teaching as Learning for Sustainable Educational Standards: The Views of Secondary Teachers in Southwest Nigeria

Oladapo O. SOTONWA & Biodun OGUNYEMI (Olabisi Onabanjo University, Nigeria)

There is a raging controversy on the standard of education in Nigeria and the place of teachers in the main educational standards. Most contributors to the debates however hardly raise the question: how do teachers see of teaching as learning for the promotion of educational standards? Indeed, it can be hypothesised that, if no e system can rise above the quality of its teachers as argued by Nigeria’s National Policy on Education (1998) views on issues like teaching as a profession, determinants of quality teaching, indices of educational standard maintenance are germane to the resolution of the ongoing debates about quality assurance in education. Using a survey technique, a total of 300 secondary school teachers drawn from two State capitals (Ogun) in southwest Nigeria responded to a researcher-designed questionnaire. The study found, among the teachers were highly positive about their roles in achieving and sustaining educational standards irrespective of qualification and teaching experience. However, there were significant differences in the overall perceptions across cities ($f = 4.193; p<.05$) as well as what in their perceptions of what constitute educational standards ($f = 4.792; p<.05$) maintenance of standards ($f = 4.068; p<.05$) with reference to the teaching experiences of teachers. The finding other things, suggest significant differences in the level of motivation among teachers in southwest Nigeria ar profound implications for their professional performance and advancement in the career ladder.

An Empirical Analysis of Primary Teacher Standards in Vietnam

Patrick GRIFFIN, Shelley GILLIS & Kim Cuc NGUYEN (The University of Melbourne, Australia)

As part of the World Bank Project in Vietnam this project set out to:
1. define a set of professional standards for primary teachers in Vietnam.
2. establish a set of assessment procedures whereby the professional learning needs of the teachers are identified.
3. trial these standards in 10 provinces on a sample of 2500 teachers.
4. train a national pool of specialists who can undertake the assessment to teachers.
5. identify professional learning needs of teachers and link the assessments to provision at both pre- and service programs.

This paper presents results of trials and on the training of specialists in assessment. It reports on both the conceptual and the empirical analyses.
Wednesday 15:45 – 17:45, Seminar Room 4

Symposium

The Challenge of ICT Integration and Cultural Change in Asian-Pacific Contexts of School Education

Cameron RICHARDS, Philip HUI & Percy KWOK (The Hong Kong Institute of Education, Hong Kong)

For different reasons in different cultural contexts, the challenge of ICT integration in education is (a) unanimously to be an important key to future prosperity in the emerging global economy and knowledge society, and yet (b) a goal involving missing links between top-down educational theories and policy on one hand, and typical local pedagogies of learning on the other. This symposium investigates some of the tensions, dilemmas and issues associated with cultural change in Asian-Pacific contexts of schooling and education; in particular, comparisons between typical Western and Asian approaches to learning, tensions between old teacher-centred and new learner-centred models of pedagogical practice, distinctions between similar and different issues for developed and developing social contexts, generations of learning, and geographical and cultural differences in local cultural contexts and a younger generation increasingly influenced by contemporary fashions and imperatives. In terms of the interdependent interplay of pedagogical, institutional and social cultural contexts of learning (which are exemplified by the challenges of teacher education), the symposium will explore two main questions in particular: (a) what is needed to most effectively integrate ICT in Asian-Pacific contexts of education, and how might we distinguish and yet also build upon local versus global contexts of education and requirements for effective integration in education.
Wednesday 15:45 – 17:45, Seminar Room 5

Paper Presentation

Embodiment as a Paradigm for the Study of Inside-Out Cultural Practices: Onto, Epistemological, and Methodological Considerations

Kam Chi CHAN (Purdue University North Central, United States)

This paper introduces teacher educators to a new theoretical and practice-oriented paradigm of embodiment beyond the passive ideological representation and expression of the body and moves to a position in which the body is considered as an active experiencing agent. Within this paradigm, teacher educators are encouraged to recognize the role of the living body in understanding the complex interrelation between self, culture, and knowledge within the context of cross-cultural interactions. In particular, this paper explores the use of cross-cultural movement practices as a force in enhancing teachers’ understanding and appreciation of cultural diversity. It reports educational issues human embodiment in a university grant-funded project.

HIV/AIDS and Schooling in Swaziland: The Implications for Pre-Service and In-Service Preparation

Edmund Z. MAZIBUKO (University of Swaziland, Swaziland)

The Education sector in Swaziland is under pressure due to the HIV/AIDS pandemic. The effects of the pandemic are beginning to show up with the increase in the number of orphans and vulnerable children (OVC). What is the impact of HIV/AIDS in teaching and learning in schools? In what way is the pandemic affecting the quality of education? The study involved pupils and Headteachers provided data for the study. The results show that indeed HIV/AIDS is a serious issue that is adversely affecting the quality of teaching and learning and education in general, undermining the achievement of the Education sector since independence. Challenges are highlighted and suggestions made on how teachers and pupils liveweight can improve.

Teacher Leadership and Autonomous Student Learning: Adjusting to the New Realities

Kokila Roy KATYAL & Colin EVERS (The University of Hong Kong, Hong Kong)

This paper focuses on a most significant domain of inner power of teachers’ lives – their leadership on study. Much student learning that is relevant to school takes place not only within the school classroom, but outside of it in tutorial settings and also informally, usually in the home. Traditional conceptions of teacher leadership owe their power to the assumption of a classroom, or a formally designated site, where teacher instructed learning takes place. However, the rise of the Internet, with its ready availability of information, and a broader shift in schooling’s emphasis on critical thinking, has begun to challenge these traditional conceptions.
inquiry based learning, has resulted in a shift towards much greater autonomy in student learning. The study here explores the perceptions of students, teachers, and parents about this shift to teacher-less learning and consequences it has for how we are to understand teacher leadership, especially where it concerns student engagement and participation in school. It also explores the efforts teachers themselves have made to understand their role in new realities. The principal findings of this qualitative study strongly suggest that a more adequate view of teacher leadership is one that includes both socialisation and instructional components. The participants believed that teacher leadership on students was strong, but it manifested itself in a number of complex ways. Teachers are expected to be a bridge between ‘real life’ learning and school learning. This is important especially as the conventional learning site, for the students, has shifted, to a large extent to out of school settings and students perceive socialisation rather than learning to be the most important part of their schooling.

**Essential Learning for Beginning Teachers in the UAE**

Ken CARR (Zayed University, Dubai)

This paper discusses and analyses the issue concerning beginning teachers in the United Arab Emirates. Teachers who graduate from Zayed University are seen as potential agents of change as they move into the profession. The research questions were: what difficulties and successes are confronted by beginning teachers as they enter their first year of teaching?; what support is available to them?; how do they rate their preparation at Zayed University?; do they see themselves as change agents, and is this view accurate and shared by others?

The thesis was that the beginning teachers would be successful in their first year of teaching, but would struggle (by themselves and others) as agents of change.

This paper describes and analyses the responses of beginning teachers who were interviewed for this study. The aim was to identify the key issues confronting UAE beginning teachers, and to suggest how these may be addressed.

There is a rich literature in this field, and careful reference to relevant and previous research will be presented. Beginning teachers were interviewed individually using a semi-structured interview containing eight questions. Interviewers constructed the interview over a series of meetings and were all faculty members in the College of Education at Zayed University.

In brief, the findings suggest that the subjects confront many of the issues reported in the international literature concerning beginning teachers, but a strong cultural component peculiar to the UAE is also present in what they said and thought.

This study has significance as no previous research of this type had been conducted in the Arabian Gulf region.
Student Feedback as a Pedagogical Instrument in Teacher Education

Edmond LAW, Gordon JOUGHIN & LAM Bick Har (The Hong Kong Institute of Education, Hong Kong)

In recent years, increasing attention has been given to the quality of teaching and learning in higher education due to the call for public accountability and increasingly higher expectations of university faculties in their teach.

One important dimension of quality assurance is student feedback in the form of student evaluation of teaching reactively at the end of a module, and used summatively. In this paper a new understanding of the role of feedback is argued, a role which is constructive, educational and interactive in enhancing teaching quality and student learning. Two cases of using student feedback will be reported, both involving a similar experimental process and a systematic use of student feedback as a form of evidence about student needs, effective teaching problems and types of learning. The first finding concerns the adoption of proactive and pedagogical approaches to student feedback in higher education institutions – an innovative stance in contrast with the traditional perception of student feedback and one which promotes a dynamic and constructive interaction between teachers and student learning in classrooms. This is a necessary condition for deep learning. The second finding points to teachers in higher education institutions to take up a more conscious and goal oriented approach in selecting approaches and contents of learning in response to the evolving needs of the students through the use of feedback as a pedagogical instrument. The paper builds on the work of Gibbs and his colleagues (2002; 2003), Harvey (2001; 2003), others on the nature of effective student feedback.

Teachers’ Use of Feedback

Helen DIXON (Auckland College of Education, New Zealand)

Feedback is an essential component of formative assessment and is one element of a teacher’s repertoire of strategies that if used appropriately will lead to the establishment of a learning culture within the classroom. This exploratory study examines the efficacy of using a typology of feedback practice (Tunstall and Gipps, 1996) to understand teachers’ feedback practice in the area of written language. Furthermore the typology is critiqued in regard to its validity as a tool to assist teachers in the analysis of their feedback practice as a first step to changing their practice.

Teachers as Action Researchers: Community-Based Inquiry into ELT Planning and Practice

Alice CHOW & Mee-ling LAI (The Hong Kong Institute of Education, Hong Kong)

Community-based action research as a means of teacher development extends the enquiry of individuals to a community of practitioners. This paper examines the process of community-based enquiries undertaken by two secondary school teachers of English in Hong Kong. Findings were generated from group discussions, lesson observation and semi-structured interviews. The epistemological positions, prior knowing and pedagogical reasoning of the teachers’ planning and actions will be presented. Issues of dominance, challenge, and equitability will be discussed in contrast between using action research merely as ‘procedural’ steps for research, and conceptualizing it as commitment and principles for conducting social enquiries will also be examined.
Wednesday 15:45 – 17:45, Seminar Room 7

Workshop

Schools within Schools: Teams within Teams, the Development of Person Centred Education

Mike DAVIES (Bishops Park College, United Kingdom)

If the dawn of the new century had begun with a group commissioned to put in place a concept called ‘education’ unlikely that they would devise the places, process and procedures that we call ‘school’ today.

The new century has opened with a dynamic new set of insights into the way that we might build a curriculum time more holistically e.g. through a competence framework matched to multiple intelligences; with a new recognition of the need to look at ethos, student motivation and engagement e.g. through encouraging small teaching teams to no more than 80 students in a week, adopting the practices of assessment for learning and student voice; the opportunity to ‘personalise learning’ e.g. through using a variety of sites, the harnessing of ICT, and responding to preferred learning styles of the student; and through the need to form strong partnerships with other community and agencies e.g. through community/full service/extended schools.

This paper will draw on the research evidence and literature that lies behind the above and move to share the experience of a newly opened comprehensive school in England which is developing a coherent set of concepts and an ethos associated with many aspects of the newly emerging paradigm, and embedding them in a scale that is similar to human in scale and intellectually challenging.
Wednesday 15:45 – 17:45, Telemedicine Centre

Local Project Presentation

Curriculum Development & Restructuring - Guru-Inspired Changes through Invitational Education

WONG Kai-Hung (International Alliance for Invitational Education (HK), Hong Kong)
Grace KWOK (Buddhist Tai Kwong Middle School, Hong Kong)
CHAN So-Ming, Clio (Creative Primary School, Hong Kong)
POON Suk-Han, Halina (C&MA Sun Kei Secondary School, Hong Kong)
POON Hing Fai (Ling Liang Church M H Lau Secondary School, Hong Kong)
CHAN Kam-Wai (Fanling Kau Yan College, Hong Kong)

In this session you will hear how Invitational Education (IE) helps the schools in Hong Kong to develop and their curriculum through its effective 5Ps strategies (i.e. People, Place, Program, Policy and Process) to lead school to reach new heights!

Through the sharing of actual experience from 5 IE project schools, participants will be able to appreciate the education as:

i) move beyond ‘impossibilities’
ii) from ‘good to great’ process
iii) the importance of ‘from hardware to heartware’
iv) people makes the most differences

All in all, IE has been recognized as one of the effective school development frameworks internationally. Its emphasis on creating an inviting school environment and developing positive perceptions and self-concept of students as important foundations for educating children is well supported and agreed in the field of education. It is the foundation that many of the untapped potentials of students could be developed. Indeed, this ties in well with Hong Kong’s emphasis on education reform.
Wednesday 15:45 – 17:45, Tutorial Room 1

Roundtable Discussion

Teachers as Learners during a Pre-Service Practicum Alternative Programme

Mavis HAIGH & Jenni JONGEJAN (Auckland College of Education, New Zealand)

There are some teachers in New Zealand schools who do not have a teacher education qualification who a Limited Authority to Teach (LAT). In recent years there has been a move for these teachers to gain full regi completing a teaching qualification as they continue teaching in a school, usually through a distance-learning m...

At the Auckland College of Education we developed two practicum modules that allowed LAT teachers to s! school, thus minimising the disruption to the school’s regular teaching. However, the alternate practica had to monitored carefully, assessed rigorously and require the teacher with LAT status to work in a way that was s different from his/her current practice. During these alternate practicum modules the LAT teacher selects his/her classroom teaching practice for critique, goal setting, planning, trialing and evaluation. As they move t small-scale action research process they engage in frequent professional discussion with a colleague and lecturer.

We wished to evaluate the effectiveness of this module for bringing about change in the practice of the teach effectiveness of the learning environment that had developed during the progress of the module. We also identify the challenges and satisfactions that such a delivery format presented to the development of pr relationships and learning. Our findings indicate that, with careful attention to the challenges of distance-learn with adult learners, a strong professional learning environment had developed for all of the participants.

Teaching and Learning Relationship and Teaching Effectiveness

Samantha SHEN (Hangzhou Teachers College, China)

Teachers’ personal quality, such as genuineness, understanding of students and awareness of students’ differences, their tactics of teaching, such as teacher expectations, praises, encouragement, and teachers’ tea all attribute to the establishment of a sound teaching and learning relationship and the forming of good te learning circle. To increase teaching effectiveness, teachers should never stop developing their profession and the relationship between them and the students as well. To achieve a kind of perfect teaching effectiveness have a long way to go.
The Role of Action Research in Developing Highly Qualified Teachers

Robert P. PELTON (Villa Julie College, United States)

An experimental repositioning of teacher candidates at a small private college produces big results by using research as a process to improve both teacher training and children's achievements. In confluence with National standards in teacher education and Pursuing No Child Left Behind Act federal goals, a neighborhood school and local college partnered to make student achievement a measure of candidates' preparedness in highly qualified to teach. The sine qua non of this program is the pairing of teacher candidates with underachieving children. Teacher candidates' one-on-one teaching encounters with children proved to provide a plethora of educational opportunities for both the candidates and students. Results of this practice surpassed all expectations. Not only did the teacher candidates positively impact children's specific skill development, experience generated relevant and exciting "real world" material for the teacher candidates' reflection, refinement under the guidance of professors and school-based practitioners. Evidence of the success of this program included a measurable impact on children's achievement, changes in teacher candidates' dispositions toward teaching and their own learning, significant support for the program by teachers and administrators, and motivational skills-building experience for teachers in training. The results, both quantitative and qualitative, documented, and the design can be replicated. This project provides evidence that the action research model can act as a change agent within the school walls to stimulate teacher research, reflective practitioners, and ultimate children's achievement.
Thursday 09:00 – 10:15, Lecture Theatre 3

Key Presentation

Teaching after the Market: From Commodity to Cosmopolitanism

Allan LUKE (National Institute of Education, Singapore)

This essay is a philosophical and sociological reconsideration of the nature of teaching and work. It draws from the sociology of Pierre Bourdieu and materialist models of the economic subject. It begins from an acknowledgment of the critiques of current policy orientations to testing and accountability in the US, Australia and UK. The principal effect is the reconstruction of the teacher as commodity fetishist. The case is made that rethinking definitions of teaching as craft and profession are of limited value in responding to new economic and policy conditions. A proposal is made for the re-envisioning of teachers and teaching in relation to cosmopolitan, trans-cultural conditions.

Thursday 10:45 - 12:45, Lecture Theatre 3

Featured Symposium

Writing about Teachers’ Lives: How can it Make a Difference?

Sam INTRATOR (Smith College, United States)
Doris CHENG (The Hong Kong Institute of Education, Hong Kong)
WU Zongjie (Zhejiang Normal University, China)
Ruth HAYHOE (OISE/University of Toronto, Canada)

Each of the four presenters are engaged in research and writing projects relating to the lives of teachers in different settings. They will share the ways in which they approach their research, and some of the core concepts that help them to frame their work. They will also talk about some of their findings in different contexts – in the USA, Mainland China and Hong Kong, so that comparisons can be developed. In addition to the four presenters there is a discussant and a symposium chair, who will facilitate comparative dialogue among the panelists and with the audience. The presenters will each speak for 10-15 minutes, leaving plenty of time for questions, comments, examples and discussion.
1. **Passion Building: A Case Study of the Courage to Teach Program**

Sam INTRATOR (Smith College, United States)

In a climate of intensified demand on the personal, emotional and intellectual resources of educators, professional development programs that seek to improve public education by deepening self-understanding, developing emotional resources, and renewing a sense of vocation and purpose in teachers and educational leaders have emerged. The logic of these initiatives is grounded in the assumption that teachers’ engagement in their work improves school performance. Historically, passion, caring, listening—dimensions of teaching related to the personal—have been construed as static characteristics of a teacher’s disposition rather than qualities of a professional repertoire that necessitate tending or professional development. This paper presents a systematic case study of the Courage to Teach Program, a form of professional development that explicitly focuses on enhancing emotional, spiritual and personal capacities of teachers and educational leaders. Through retreat formats, the Courage to Teach (CTT) program provides opportunities for teachers and leaders to engage in individual reflection and community connection. The intent is to strengthen teachers’ sense of purpose and vitality rather than letting a teacher ‘grind it out’, or, as many have done profession. Rather than emphasising new pedagogical techniques, CTT focuses on the teacher’s inner disposition to cultivate a climate of trust and support. This paper explores the theoretical and conceptual foundations of the program and describes the results of evaluation studies detailing the impact of the program on teacher effectiveness and educational outcomes.

2. **Articulating the Professional Lives of Teachers: An Appeal for Restoration of Respect**

Doris CHENG (The Hong Kong Institute of Education, Hong Kong)

This paper describes a study investigating the professional development of Hong Kong kindergarten teachers. Tracking the teaching and learning of ‘play’ of six front-line kindergarten teachers by means of the theoretical framework put forward by Schon (1983, 1987), the study reveals the challenges in the professional lives of teachers who are working under the conflicting demands and expectations of the society. The result shows that out of the six informants are entrapped in a ‘technicality’ of teaching by developing an obsessive hunt for teaching aids. Unfortunately, this behaviour perpetuates under the effect of a self-fulfilling prophecy which these teachers. Mismatches between the teaching reform and a number of vital core factors for the reform succeeded are identified. This paper calls for a due attention to understand the complexities impeding the reform. It echoes the concern of Bascia and Hargreaves (2000) and appeals to policy makers and the public to have a fair demand on the role of teachers, who must not be hold accountable for all that is wrong with education. Scale of problems that teachers are expected to address just cannot be solved easily by themselves.
3. **Being, Understanding and Naming: Teachers' Life and Work in Harmony**

**WU Zongjie (Zhejiang Normal University, China)**

Research on teachers' knowledge has grown rapidly over the past few decades. But oddly, its possible contribution to the application in the related enterprise: teacher education, is actually not constructive but destructive. The issue in argument is whether academic rhetoric, such as applied linguistics, second language acquisition, teaching methodology can provide warranted and illuminating knowledge for teacher learning, and whether educators can offer what teachers need for better teaching. The paper explores emerging perspectives in teacher education, which view teacher learning as the nourishment of life rather than the mastery of explicitly defined curriculum innovation as the reclaiming of authentic language instead of rational manipulation of systems. The argument thus marks the decisive point where the traditional notion of knowledge-base teaching is to be challenged by asking a philosophical question of teachers' being. Based on a study of university level EFL teachers in China, the paper elucidates the nature of teacher understanding change process. It shows how a new curriculum object, rather than being designed beforehand, emerges from the advance of participants' consciousness. A postmodernist vision of curriculum is to look at educational practice as a semiotic text that is to be understood as phenomenon, and interpreted critically (Doll, 2000; Slattery, 1991). The study thus combines Critical Discourse Analysis with the study of teacher and teaching, and demonstrates how a perspective of curriculum practice can substantially enrich our understanding of teachers' professional issues.

4. **Ten Lives in Mine: Portraits of Influential Chinese Educators**

**Ruth HAYHOE (OISE/University of Toronto, Canada)**

This paper begins with the concept of a ‘portrait’ as a way of presenting the life stories and contributions of ten highly influential older educators in Mainland China. A portrait painter must spend considerable time with his or her subject in order to capture the inner essence of their life and being as well as features of face, posture and clothing to be depicted in the work. The painting of a portrait is thus a relational activity between the artist and subject as they open themselves to one another as the portrait takes shape. This image proved helpful to fruition a long-term dream in introducing valuable aspects of Chinese educational thought and practice to the global community through the life stories and educational achievements of ten outstanding educators in China. The study began with a simple question: How had these individuals found the inner power to carry their educational vision and make highly significant contributions to educational theory and practice in China's reform and opening up (1978-2001), after suffering through the Sino-Japanese War (1937-45) and World War (1945-49) and a series of disturbing political movements between 1949 and the 1970s. The answer is rich resources of China's educational traditions and in the ways in which they had drawn strength from families, universities and communities. This paper will depict the process of creating portraits of each of these educators in an interactive way, deeply shaped by the relationship that the author has had with each of them over a twenty-year period.
Thursday 10:45 – 12:45, Seminar Room 1

Paper Presentation

Teachers Learn to Collaborate: A Story of Introducing the Community of Learners Approach to Primary Schools

Loretta M.W. HO (The University of Hong Kong, Hong Kong)
Thomas K.W. TANG (Open University of Hong Kong, Hong Kong)

In preparing teachers to meet the challenges of the current educational reform in Hong Kong, adopting a Community of Learners Approach (Brown & Campione, 1990; Newmann et al., 2000) in which the expertise of both experienced and new teachers can be shared through regular teacher discussion sessions and collaboration, is considered to be a crucial component of teacher development.

The current study is based on a 3-year project involving 29 teachers of two primary schools in Hong Kong. The team adopted the community of learners approach in developing teachers' various strategies to cater for differences, through curriculum restructuring and implementation. The study examines the effects on teachers' professional development, collaborative culture and practices under such efforts. Teacher development activities were videorecorded, and qualitative analysis involved identifying the nature and discourse functions of teacher interactions as well as to check the changes of teachers' collaboration over time (willingness in contributing expertise, challenging others' ideas, taking up responsibilities). To complement this, teachers' perceptions towards learning communities and their collaborative work and practices were captured and analyzed to reveal the effects of such approach.

Results indicate that the new approach has a significant impact on teachers' perceptions and level of collaboration in curriculum design and implementation, also their initiation in the curriculum reform. It strongly argues that the new approach can effectively enhance teacher professional development as it encourages teachers to become lifelong learners through group inquiry and shared practice.

Student Teaching Practice: Establishing Links in Re-Structuring the School Curriculum and Practices

Maria Inês MARCONDES (Pontifícia Universidade Católica do Rio de Janeiro, Brazil)

This study has as its objective an investigation about how to prepare teachers during Student Teaching Practice at Catholic University, to face heterogeneity in their classrooms.

We start from some research findings from a previous research work showing that although school teachers accepted heterogeneity at the discourse level, they have extreme difficulty in putting into practice an approach with heterogeneity in their classrooms. We adopt as a methodological approach self-study based on ethnographic way of reflecting on teaching practices with future teachers. This reflective process involves contextualizing contents in relation to working class children (Freire, 1970; Zeichner, 1990 and Murrell, 2002), adapting not only the curriculum but also the way teachers develop school activities.

As an important outcome we can say, based on our data that Student Teachers are starting to develop reflective issues related to knowledge and social context.
Professional Development and Technology Integration for Conceptual Change in Middle Sch Science Teaching

Jann JOSEPH & Edwin JOSEPH (Grand Valley State University, United States)

Professional Development for Technology Integration and Conceptual Change brought together science, soci and education faculty, in-service and pre-service teachers, school principals, and district science coordin collaborative effort to improve student performance. Our three participating schools serve predominantly poor and/or at-risk students who are traditionally underrepresented in science.

The project is built on the premise that professional development programs must provide interactive environments where teachers deepen their understanding of science content, technology, and pedagogy.

We attended a series of meetings, conferences, occasional 1-day updates, and four intensive 2-day works intervention was in three phases over 18 months that included exploration of professional development model building by focusing on relevant content and key concepts, and recognition of changing attitudes and va teaching science and technology as inquiry.

We employed both qualitative and quantitative data collection and analysis strategies to determine the va professional development intervention. These included questionnaires, classroom visits, and individual and fc interviews. Analysis of the data suggests that our professional intervention was successful as it provides teachers with a structure, and ongoing support for reflecting on their learning, getting feedback on the changes they and continually analyzing and applying what they learn. Our teachers also valued opportunities to support each other's work. Our teachers are now vibrant professionals who understand and apply the scienc standards.

Key of Curriculum Leadership in Reform: Building Collaborative Teams

Ping Kwan FOK (The Hong Kong Institute of Education, Hong Kong)

Collaboration is not a new concept. However, it plays important role in documents for current curriculum refor Kong and in practical experience of curriculum leaders throughout the implementation processes.

In this small scale research, the author found that building collaborative team is a key to solve problems for curriculum masters / mistress (CuM) in Hong Kong primary school. Through a simple open-end questionnair answered by 103 PSM(CD)s who participate in a training course in early 2004, the author focused in an difficulties PSM(CD) faced in schools. Four main findings are generated and discussed from the data. First, curriculum leaders and teachers in schools are struggling to initiate curriculum reforms in various aspects, information technology in instruction, moral and civic education, reading to learn, project learning. These are coincident with the curriculum documents issued by the government. Second, support for the PSM(CD) mainly come from people in school, which include principal, panel heads, teachers, and curriculum committee. Third, similar to support, difficulties mainly come from people in school as well. Fourth, most informants suggested that com team effort and collaboration were the useful ways to solve problems or difficulties. These findings are compat characteristics of four leadership models (Quinn, 1988), and is concluded that human relations model in PSM(CD) phenomenon. The author concluded that building collaborative team is a key to success of curricular schools.
Prioritising Partnership - Multiple System Benefits from Recognition of Readiness to Become Involved in Practicum Partnership

Jeffrey DAY, Amy B.M. TSUI, Christine DAVIDSON, Francis LOPEZ-REAL & Tammy KWAN (The University of Hong Kong, Hong Kong)

The recently completed School University Partnership Evaluation Research project (SUPER) examined the design and outcomes from emphasising partnership in teacher education between Hong Kong secondary school and university. The results of the evaluation will be used to examine how three levels of readiness from secondary school system in Hong Kong were exploited by the Unified Professional Development Project. The project allowed schools, student-teachers and the university to enhance system-based components with mutual benefit. UPDP had severall applications all of which contributed to its successes. It will be shown to have evolved from dis-satisfaction by both schools and university staff with earlier models of student-teacher practicum experiences.

In addition, the paper will suggest how perhaps even the regional education authority, Hong Kong Education Manpower Bureau, exploited the project in developing progressive models of teacher development for local beneficial effects on school student learning.

Evidence will be presented for the importance of system readiness, visionary planning and administrative will exploiting opportunities to create benefits for professionals at each level. Economic forces within Hong Kong further opportunistic benefit. The prospective effect of these juxtapositions is examined, and their system-wide changes foreshadowed in recent government school policy will be considered. The prospective effects offered will be argued to have allowed the development of a “critical mass” for teacher development within the schools which was not evident in many earlier initiatives.

Mentoring System Construction for Mathematics and Science Teachers at Secondary Education, Kenya

Bernard NJUGUNA & Takahiko SUGIYAMA (SMASSE Project in Kenya, Kenya)

Improvement in Mathematics and Science is a great societal need in Kenya. Remediation initiatives used have focused on non-human resources development. Analysing the problem using classroom observation scheme isolated causative factors such as classroom practices, attitude, school management etc. If inadequate resource provision and utilisation. To address this need SMASSE project was initiated in July 1998.

It realised that student-centred approach should be enhanced from two complimentary elements; (i) placing responsibility in the hands of students, and (ii) requiring the teacher to serve as a mentor in concept practice especially to students and fellow teachers. An in-service teacher training (INSET) tool was developed and used in the project. During the training emphasis is put on Activities, Students, Experiment and Improvisation (ASEI) in the changing teachers’ attitude and proper resource utilisation in the classroom. Plan, Do, See and Improve (PDSI) used in lesson preparation. After INSET in 9 pilot districts, it has been observed, through monitoring and evaluating classroom activities using questionnaires with Likert scaling, that interaction between teachers and students
Teachers have also been seen to foster a mentoring system among themselves. Positive gain in classroom performance in these subjects compared to similar classes in non-pilot districts has been observed. Experience has been shared with other African countries leading to the formation of a Regional Association annual conferences. The paper presentation is an attempt to share this promising experience with conference participants and receive constructive input.

Investigation of the Self-Regulated Learning Strategies of Vocational Pre-Service Teachers

HSIAO His-chi (National Changhua University of Education, Taiwan)
CHEN Mu-nen (Chung-Gaang Senior High School, Taiwan)

The fundamental goal of the normal universities in Taiwan is to cultivate secondary teachers, who will take their occupation and career. In terms of vocational pre-service teachers, they are as learners in university, and they will become teachers after graduation. In that case, they will become a leader and even a model for their students. This research is proposed to explore the self-regulated learning (SRL) strategies that the vocational pre-service teachers use in face of different context. Interviewing as an approach to studying phenomena related to self-regulated learning is the focus of this article. Through the literature review and in-depth interview, the results were found as follows: According to the coding data, all strategies reported were separated into 13 categories and integrated into 5 types of strategies, including intrinsic regulation, extrinsic regulation, metacognitive regulation, information processing, and help seeking. (b) According to the interviewees' reports, the information processing strategy was more frequently used as SRL strategy compared to others. (c) As comparing the 13 strategy categories, help seeking was used more frequently than the other strategies. These results support the view that self-regulated learners can adapt their strategies to fit situation demands. The advantages and challenges of using interview approach are discussed, and interviewing may be a valuable approach to the inquiry about the learning behavior. By means of these results, further implications for the relevant theory are discussed and then specific suggestions will be proposed for future research.

Teachers' Growth in Developing Creative Writing Practices in Primary Schools: A Case Study

Kong Wai Ming CHEUNG (The University of Hong Kong, Hong Kong)
Man Yi AU (City University of Hong Kong, Hong Kong)

The literature shows that studies related to the practice of creative writing in primary schools are scarce, especially in Chinese societies. This case study has the modest aim to understand the current practice of the teaching of creative writing in primary school and examine the outcomes of a tailor-made training program of creative writing practice on the teaching of creative writing. Participants consisted of four Chinese Language teachers in a primary school. After the provision of a training program under the guidance of a mentor for one year, the participants were interviewed using an eight-item semi-structured questionnaire. Results revealed various difficulties experienced by students in writing. Teachers basically adopted the traditional approach to the teaching of writing. In addition, the school did not support the practice of creative writing. The case study showed that the teachers were able to produce significant positive results in terms of the teaching of creative writing provided that an effective and tailor-made training program was given to them by qualified mentors. Positive changes of the teachers, students were observed to be more creative in their writings. Directions for further research are discussed.
Defining the meaning of Teacher Success in Hong Kong

CHENG May Hung, May & AU Kit Oi Eliza (The Hong Kong Institute of Education, Hong Kong)
PANG King Chee (KC Pang Consultants Limited, Hong Kong)
CHEUNG Lai Man (Chan Shu Kui Memorial School, Hong Kong)

This paper reports the results of the study seeking the views of the practitioners on the concept of, and factors hindering, teacher success, as well as the relationship between professional development and teacher success collected in two phases where qualitative and quantitative approaches were adopted respectively. The findings factors identified as contributing to teacher success are in line with the discussion in the literature on teacher and successful teachers. These factors are: being responsible, caring for students, self-reflection, thorough understanding of the teaching subject, enthusiasm for teaching, the Principal’s support, collaboration with and encourage colleagues, and positive feedback from students on the teaching methods. The factor stating that teachers need models for students seems to be peculiar to the local context. The survey results also show that a heavy workload, ineffective school management policy and system and insufficient school resources are the most detrimental to success. The needs of the local teachers for professional development are also identified, and that professional development subject knowledge, educational psychology and increasing self-confidence came top of the list of such needs. The comparison between the findings from the primary and the secondary teachers reflects a stronger feeling among primary teachers on the importance of those factors where significant differences are found. The results of this study help policy makers to gain a better understanding of the views of the teachers.

Encouraging Action Research for Secondary IT Teachers in Training

Anthony JONES (University of Melbourne, Australia)

The purpose of this study was to ascertain whether pre-service teacher education students could be encouraged to adopt the basic tenets of action research to their classroom activities during a teaching practicum. The concept of reflective lesson and consequentially acting to improve performance was modelled with the students during IT course of their first teaching practicum the students completed a questionnaire derived from questions in a research planner.
Curriculum Re-Structuring by Music Teachers in Action Research

Marsha KINDALL-SMITH (University of Wisconsin-Milwaukee, United States)

Music educators from Wisconsin participated in action research to develop, implement, and instructional/assessment projects with the Wisconsin Arts Standards and the Arts PROPEL model. Developed researchers, and educators from Harvard University Project Zero, Educational Testing Service, and the Pittsburgh Schools, the model involves interrelationships with processes of production, perception, and reflection by using projects and portfolios. Instructional domain projects must be central to the discipline and repeated a minimum of times. Artifacts are placed in portfolios. This session includes projects from four music teachers and one teacher with students from the following grades and courses across Wisconsin: General Music, Grade 3; Band, Orchestra, Grade 8; Chorus, Grades 10-12; and Elementary General Music Methods for Preservice Music Teachers. Music is the non-performance course that provides the foundation for the total music education of students. Methodology included domain projects for composing, performing, and listening to music, questionnaires, peer interviews, self-assessments, journal writing, and recordings of music. Findings indicate PROPEL helped students construct their own understanding of music with critical judgments, music reading skills, and fostered student-initiated involvement in achieving the Standards. In September, 2004, Kir and Mel Pontious, Wisconsin Department of Public Instruction, will team-teach an Arts PROPEL course at the University of Wisconsin-Milwaukee as professional development for music teachers from the Milwaukee Public School initiative is a federally funded project for integrating arts education into urban educational reform.

Teachers as Learners: Learning from Lesson Study

LO-FU Yin Wah & SO Wing Mui Winnie (The Hong Kong Institute of Education, Hong Kong)

This article first describes the lesson study practices in Hong Kong, with reference to three General Studies taught in three local primary schools. Data on children’s understanding of the concept taught was collected through pre- and post-interviews and questionnaires, part of the action research cycle. Data on teachers’ understanding, teaching strategies and the change in their conception of teaching was collected by interviews, teachers’ reflection, before and after the lesson. The data collected are drawn on to highlight challenges to lesson study and to discuss kind of practice is a powerful way for teachers to improve themselves.
Thursday 10:45 – 12:45, Seminar Room 4
Symposium

Teacher Education: An Umbrella for Professional Activism

Mary DIXON, Trevor HAY, Julianne MOSS & Julie WHITE (University of Melbourne, Australia)
Peter FERGUSON (University of Tasmania, Australia)

Noticing a Flow of Networks
The world of the classroom is no less a ‘flow of networks’ (Castells 1999) than the globalised world outside its borders. The authors of this paper have been engaging with the ways teachers shape personal and professional theory movement - oriented process of noticing (Moss et al. 2004). Noticing, working at the elusive intersections of observation and construction, permits non-linear connections. Noticing theorised in this way draws on the physical (Mason 1999) movement occurs between the seen and the seer – between beliefs, identity and responses. The paper will report data on the impact of implementing this theoretical model in mass teacher education at the University of Melbourne, Australia.

Images and Catalysts: The Possibilities of Arts Based Approaches for Educational Research
During the last twenty years the importance of practising teachers as contributors to the research agenda has been acknowledged. This work has in turn led to the development of teacher professional knowledge as a distinct form of knowledge and educational inquiry. (Britzman 1991, 2003, Connelly and Clandinin 1999, Loughran and Ruils 2002) We argue that ‘image based research’ as opened out in two Australian projects produces some innovative possibilities for educational research in respect to understanding diversity, support and relationships with our research participants and ensures we continue to revisit issues of validity. Professional practice requires teachers who can inquire into the emergent theories of their practice. We conclude by reminding our readers that our work is not without innocence and embodies issues of validity and identity simultaneously.

Narrative and Portfolio Approaches to Teacher Professional Standards
This paper analyses various uses of narrative in the exploration of teacher identity. It raises the point that contemporary education writers use terminology such as ‘storying lives’ and ‘storied landscapes’ to describe processes of reflection on practice. In this paper the authors discuss some recent approaches to narrative that either suggest systematic uses of narrative theory (Conle, 2003; Kamler, 2001; Richardson, 2003). Consideration is given to the links between critical ethnography and narrative in order to critique the use of teacher portfolios, as an Australian initiative for the appraisal of beginning teachers. The authors conclude with an argument for the refocusing of narrative theory in the ‘writing’ of teacher identity.
Ethnographies and Identities: The Transformation of Preservice Teachers

Forms of social inquiry conducted and reported through literature and the arts have received considerable attention (Bochner & Ellis, 2003; Richardson, 1990, 1992, 1995; Gray, 2003; Sclater, 2003; Scott-Hoy, 2003). Recently, further links with autoethnography (Ellis and Bochner, 2000) and Creative Analytic Practices (Richardson, 1990) have been forged. This paper examines performance, display and exhibition in the professional studies component of teacher education programs at The University of Melbourne, Australia. Over three years from 2002 our students assembled a repertoire of devices for thinking about themselves becoming teachers. Among other things, they created ‘operas’ in which the transformation of personal and professional identity is a key theme. In this paper we examine processes leading to performance and examine autoethnography and performance ethnography as theoretical approaches leading to this approach and innovation in teacher education.

Teacher Professional Standards: Ownership, Identity and Professionalism

Internationally professional standards increasingly define professional identities, dispositions and career pathways for teachers. Although some system for appraisal of beginning teachers has always existed in most countries where teachers undergo a formal training process, this has recently expanded to include undergraduate courses, beginning teachers as well as others through to exemplary teachers with a full and successful career behind them. This trend is evident in Australia where both national and state development and implementation of standards for teachers at different career stages has analysis beyond the rhetoric into the actual constitution, documentation and implementation of a professional system within Australia would suggest great potential for increased conformity, control and, in fact, a reduction in professionalism and ‘activism’ (Sachs 2002) for teachers.
Thursday 10:45 – 12:45, Seminar Room 5
Local School Presentation

Schools’ Professional Collaboration Project (SPCP)

Betty IP (Education and Manpower Bureau, Hong Kong)
Maria LAM (Heep Yunn Primary School, Hong Kong)
LAM LEE Tuen-yee (St. Paul’s Co-educational (Kennedy Road) Primary School, Hong Kong)
Stella LAU (Diocesan Girls’ School, Hong Kong)
LAU Hor-keung & WONG HUI Chui-hung (Sha Tin Methodist College, Hong Kong)

Schools’ Professional Collaboration Project (SPCP) is one of the partnership projects echoing education reform to improve the Hong Kong Special Administration Region. The SPCP aims to establish resource schools to facilitate the dissemination of exemplary practices among schools and to forge partnership among schools for the betterment of school education. A total of forty schools (20 schools for each year) were invited to act as resource schools to share their professional experiences especially in areas of teaching and learning. In the symposium, four of the resource schools including primary schools and secondary schools would share their reflection on this implementation.
Thursday 10:45 – 12:45, Seminar Room 6

**Paper Presentation**

**Culture Gaps and Generation Gaps in Instructional Technology: Patterns in Adoption of Technology in Educational Settings**

Tim COLLINS (National-Louis University, United States)

Teachers, teacher candidates, and teacher educators may have vastly different attitudes toward instructional technology because of their differences in experience with technology. This presentation will examine differences in attitudes toward technology among these groups and how these differences affect the groups’ interactions as they work in schools and in teacher education classrooms. Special attention will be paid to early adopters in each group, reasons individuals choose to adopt technology or resist it. Attention will also be paid to ways groups can understand others’ attitudes, values, and cultures so that they can work together more effectively.

**Learning about Why Change in Teacher Education Has Been So Limited**

Dianne CULLEN (Australian Catholic University, Australia)

Over the past twenty years there has emerged in Australia a plethora of policy documents on pre-service education. It has been argued that despite numerous recommendations for change being advocated, little has been achieved. Within this paper, three key questions will be explored. First, what recommendations were advocated? Second, have recommendations been achieved? Third, why is it that only some of the recommendations have been implemented? In an attempt to explore these questions, data gained from document analysis and life history interviews with educators will be presented. By so doing, the complexity of change will be highlighted. In addition, it will be shown that those policy writers who currently criticize and blame teacher educators for what they see as a lack of change make the mistake of championing system over agency, discourse over doing and structure over consciousness.
Views of Student Teacher on Caring

Siu-Wai WU & Ramsey KOO (The Hong Kong Institute of Education, Hong Kong)

Education is a caring enterprise. As human beings we want to care and to be cared for. Caring is import
(Nodding, 2000, p7). When we discuss teaching and teacher-learner relationship, it is important to see that te
only have to create caring relations in which they are the carer, but that they have a responsibility to help the
develop the capacity to care (Nodding,1992, p.18). Teaching is a caring profession, children are likely to achie
they are valued and cared for. In school, children create discipline problems that can be solved by a caring te:
caring classroom, children learn more and response to group more. The overview of the Generic Teacher Con
Framework of the Advisory Committee on Teacher Education and Qualifications (2003) pointed out that pasto
students as one of key dimensions in the Student Development Domain. In light of the recommendations of the
small-scale research examined the views of caring on student teachers at the Hong Kong Institute of Educati
questionnaire survey. Major findings indicate that about 90% of student-teachers considered the following cha
are essential for caring teachers: keen understanding of child development, having good communication skil
children in social problem solving, fond of school children, and enjoy participation of activities with children.
within the twenty-four response items in the questionnaire on caring teachers, the following five are rate
important than others in the teaching process: respect every pupil, care about needs and safety of pupils, teac
be responsible for their own behavior, earn the trust of pupils, and develop a good teacher-pupil relationship. In
case-study was used to ascertain the notion of caring of a student-teacher before, during and after her teachin
In her narratives and in-depth reflection, the student-teacher showed her students have various concerns and p
about teacher and student caring, communication, and interpersonal relations.
Thursday 10:45 – 12:45, Seminar Room 7

Paper Presentation

Learning to be Leaders: A Capability Approach to Teacher Professional Development and Su Planning

Tony TOWNSEND (Florida Atlantic University, United States)

In a rapidly changing educational, social and political environment, school leaders need to provide a strategy for school to move forward in sometimes difficult, but always complex, circumstances. Many school systems have capabilities that are expected of school leaders in a rapidly changing work situation. These capabilities are derived from various educational domains from which specific leadership skills can be derived. However, it is unlikely that any leader can be proficient in all of these skills and to become skilled, leadership training needs to start early in a career.

This paper considers leadership training for teachers as a means of promoting succession planning in schools. It establishes more than one person taking leadership responsibility in the school situation. A questionnaire has been used to test the efficacy and delivery of the identified skills in people identified as potential school leaders. The questionnaire provides an understanding of what programs need to be considered in universities, or through induction and professional development activities to ensure development of capable leaders. The paper concludes that leadership training should commence as early as possible in the career of a teacher and considers programs that might be delivered to teachers across their career to ensure that these capabilities are delivered on a wide scale.

The Comparative Analysis of a Secondary Teacher Training Systems in Korea and Foreign Countries for Efficient Training of Teachers

KIM Mi Yeon (Kangwon National University, Korea)

The purpose of the study was to provide the way for reorganization of the teachers education systems by comparing the secondary teacher training systems of Korea and developed countries for efficient training of teachers. In order to carry out this study, the teaching systems and the re-training system of the incumbent teachers in Korea will be compared with that in the United States, United Kingdom, France, Germany and Japan.

As the method of comparative analysis, the teacher training systems will be compared with priority given to institutions, courses of training, the way of training, qualification examination system (entrance requirement, teacher's license and employment). The re-training system of the incumbent teachers in Korea will be compared with that in the United States, United Kingdom, France, Germany and Japan with priority given to the study and institutions, courses of re-training, the way of re-training, evaluation and the system for drawing in.
Transforming Primary Teachers into Curriculum Leaders

Kwok Tung TSUI & Yiu Chun LO (The Hong Kong Institute of Education, Hong Kong)

Traditionally, curriculum leadership in schools has been regarded as the responsibility of principals and de teachers, few studies will focus on developing teachers’ curriculum leadership in the school context.

In order to support the major curriculum reform, the HKSAR government has initiated a five-year project to provide each primary school an additional senior teacher to serve as curriculum leader for a period of five years.

This paper aims to understand whether this on-the-job training model could facilitate PSMCDs develop into curriculum leaders in primary schools. Ten PSMCDs participated in the on-the-job training programme were in The findings should be useful for understanding how teachers would grow up as curriculum leaders.

Widening the Lens: Looking at Quality from a Program Administration Perspective

Paula Jorde BLOOM (National-Louis University, United States)

This session will broaden participants’ understanding of the importance of assessing early childhood program quality from a total organizational perspective. Using a “wide angle lens” to measure program quality involves not only classroom learning environment and teacher-child interactions, but also the management and leadership place that promote sound fiscal management, program planning, family partnerships, and continuous improvement.

Participants will be introduced to a new instrument, the Program Administration Scale (PAS). The PAS is a new tool with multiple uses: program self-improvement, technical assistance and monitoring, training, research and evaluation, and public awareness. The instrument includes 25 items clustered in 10 subscales that measure both leadership and management functions of center-based early childhood programs. Leadership functions relate to the broad view of an organization clarify and affirm values, set goals, articulate a vision, and chart a course of action to achieve its goals. Management functions relate to the actual orchestration of tasks and the setting up of systems to carry out the organizational mission.

This presentation will report the results of a reliability and validity study of the Program Administration Scale. The PAS confirms that the PAS has the following psychometric criteria: It measures somewhat distinct but related administrative practices of early childhood programs; can differentiate between low- and high-quality programs as measured by accreditation status; is applicable for use in different types of programs; does not unfairly discriminate against programs of varying sizes; demonstrates good internal consistency; has good inter-rater reliability; and is easy to score as a tool to support program improvement efforts.
School Self-Evaluation

TAM Koon Che (Education and Manpower Bureau, Hong Kong)
CHOI Yuen Ying, Josephine & Pelly NG (HKFYG Lee Shau Kee Primary School, Hong Kong)
Julie TO (Kau Yan School, Hong Kong)
Theresa CHAN (Ng Wah Catholic Secondary School, Hong Kong)
CHEUNG Man Biu, Robin (Tsung Tsin College, Hong Kong)

In Hong Kong, as in many other parts of the world, there has been a remarkable move towards the development of school based management. A key dimension of school based management is school self-evaluation. The belief is that teachers and school staff will constantly review their progress and make use of the feedback from internal enquiry to revise their long-term annual targets. In so doing, a sense of ownership and empowerment is fostered among teachers, whose commitment are essential for schools to forge ahead. In essence, school self evaluation, being an integral part of school management, is an ongoing process underpinning subsequent processes of school development and improvement.

In this symposium, the Principal Presenter will focus on the purposes of school self-evaluation, its theoretical framework and the part played by REO. The participating schools, though at different point en route to becoming self-evaluation schools, will share why and how they embark on school self-evaluation and what reflection points they have drawn from their experiences.
Thursday 10:45 – 12:45, Tutorial Room 1

Roundtable Discussion

Action Research and Self-Study of Teacher Education Practices: The Contemporary Trends and Issues of Reflective Inquiry and Teaching

Kam Chi CHAN (Purdue University North Central, United States)

This paper provides a synthetic review of recent scholarly works about self-study of teacher education practices for the necessity of the review of this new genre of work in understanding the development of reflective inquiry in teaching. It is anticipated that the review of the explosive growth of self-study in the teacher education community will provide new insights, initiatives, and directions for teacher educators to reconsider the role of action research in inquiry and teaching. The paper is mainly divided into three major sections: 1) The origins and development of research; 2) The self-study in teacher education; 3) Action research and self-study of teacher practices: the contemporary trends and issues of reflective inquiry and teaching.

An Analytical Study Regarding the Characteristics of the Beginning Teachers who Successfully to the Teaching Profession in Korea

Ching Chan LEE & JOO Sang Duck (Kangwon National University, Korea)

The following analytical study looks inside of the characteristics of beginning teachers in Korean schools: to verify the root of the complications and the tensions, which inevitably affect their teaching professions. By identifying these issues, we can gain a deeper understanding of the special characteristics of beginning teachers working in education. The main purpose of this research is to understand and optimize the potential development of change growth stimulants which will benefit them further in their teaching profession.

In order to clearly categorize these special characteristics of beginning teachers in the education field who adapt to the school society as the environment of the school, the study emphasized on the following four guidelines.

First, how much of the conceptual technicalities have been carried out by beginning instructors?
Second, what are the characteristics beliefs of the teaching professions by beginning instructors?
Third, how much understanding to these newly appointed teachers have on the rights and duties of teaching field?
Fourth, are these any differences in each variable opinions with relation to the above three fundamentals? If so, these different?
Using the Process of Lesson Study to Improve Professional Development and Instructional Practice in Mathematics

Charles PODHORSKY, Douglas FISHER & Vernon MOORE (San Diego State University, Unite

Instructional practices can only be changed through examination of teaching practices and its impact on student achievement. In order for this to occur, schools need to create a process for teachers to systematically study teaching strategies and develop lessons that will increase student achievement. Unfortunately, teachers do not currently have any systematic ways to collaboratively and change instructional practices. This research project introduced lesson study to a group of teachers as a way to increase student understanding and more effectively engage in professional development. Teachers involved in this study group learned, through the process of lesson study, to refine and teach in a way that increases student understanding. Teachers participating in this study engaged in weekly lesson study forums to help refine their instructional practice through collaborative examination of lessons. Lessons were developed by content and grade level groups. After each complete cycle of planning and development, the research lesson was presented by one group member while the others observed and engaged with students to examine levels of student learning. Lessons were then analyzed and refined by the group to increase both students’ understanding and engagement. Lesson study provides one way in which teachers can systematically improve instruction and decrease teacher isolation. In the process of lesson study, teacher work on plan, teach and observe a cooperatively developed lesson. Focus on student learning and professional collaboration drives the group process.
Thursday 14:00 - 15:15, Lecture Theatre 3

Key Presentation

Understanding Expertise in Teaching

Amy B.M. TSUI (The University of Hong Kong, Hong Kong)

For a few decades, cognitive psychologists have been exploring the nature of expertise by studying people from fields who are able to perform exceptionally well in their own fields. They have adopted a psychological and approach by examining what experts can do that non-experts cannot. This approach has been appreciated in teacher education to investigate the “what” aspect of teaching expertise through expert comparisons. These studies are valuable in that they have shown that the knowledge held by expert teachers is complex and similar to that held by experts in other professions. This paper explores the nature of expertise from a developmental and social perspective. It addresses a relatively less explored question, that is, how expertise is developed and why. Data collected from case studies of ESL teachers in Hong Kong, it investigates how a teacher develops into an expert and how the development of expertise is mutually constituted by the settings of practice and the individual on the settings. In light of the findings, the nature of expertise will be revisited and the implications for teacher development will be discussed.

Thursday 15:45 - 17:45, Lecture Theatre 3

Featured Symposium

School Development & Accountability Framework: Hong Kong Teachers’ Shifting Role and Function in the Wake of External School Review

Andrew C.S. POON / Jane C.H. CHENG (Education and Manpower Bureau, Hong Kong)
LEE Kit-kong (SKH Kei Hin Primary School (A.M.), Hong Kong)
LAW Yuen-ming, Agnes (Sacred Heart Canossian College, Hong Kong)

Hong Kong teachers should benefit greatly from taking an active role in the external school review (ESR) process. In conducting self-evaluation for their own schools, teachers will find the processes of explicating school development and compiling self-assessment reports illuminating. By serving as external reviewers in the ESRs of other schools, teachers are able to undergo professional development in a job-embedded, across-context and high-leverage fashion. This process of school self-evaluation and external school reviews under the School Development and Accountability framework thus facilitates in-depth professional deliberation by the teachers, the schools and the Education and Manpower Bureau and helps achieve the ultimate goal of co-fostering quality school education.
Thursday 15:45 – 17:45, Seminar Room 1

Paper Presentation

The Impact of a Collaborative Model for Curriculum Restructuring on Teachers’ Professional Growth

Margaret TAPLIN (The Hong Kong Polytechnic University, Hong Kong)
Dorothy NG Fung Ping (The University of Hong Kong, Hong Kong)
HUANG Fuqian (South China Normal University, China)

This paper reports teachers’ professional growth during a two-year professional development programme in China. This was part of a five-year curriculum-restructuring plan in Guangdong Province to incorporate values across the curriculum, and this phase focused on Mathematics and Chinese. A problem-based action research was used and the critical ingredient was the triple partnership between three groups of facilitators: a university department with a significant role in the curriculum developments, the local District Education Department, and external consultants. This paper will describe the obstacles that the participating teachers encountered during the project and the different requirements from different facilitator groups.

Effectiveness of Teacher Preparation Programs in Jordan from the Viewpoint of Teachers, Students, and School Principals

Majed ABU-JABER & Mahmoud AL-WEHER (The Hashemite University, Jordan)

This study aimed at comparing three different methods of teacher preparation as it compared teachers with degrees (field teachers) with teachers who hold BA in their major and teachers who hold an educational diploma. The sample consisted of 90 male and female teachers, 900 male and female students, and all female principals in 30 randomly selected schools in the Educational Directorate of Zarqa, and Al-Shamalieh in Mafraq in Jordan.

Three primary instruments were constructed: students questionnaire, teacher and principals questionnaires; the reliability procedures were computed and found to be suitable to conduct the study. To achieve the objective of the study, Multi-Analysis of Variance, Univariate F-tests, and Scheffe’ test were used.

The findings showed that the teacher preparation programs where educational and academic courses were excelled over the programs that include academic courses alone. The findings also showed that there were significant differences among the three categories of teachers in their self-assessments, in the student assessments, and in the school principals’ assessments of teachers in the five areas included in the instruments. In the findings, some recommendations were presented.
Teacher Collaboration: Changes in Practice in Junior Secondary Science Lessons

Man-Tak CHAN & Ping-Wai KWOK (The Hong Kong Institute of Education, Hong Kong)

Teachers from three secondary schools together with the authors initiated a project to develop teaching strategies and resources to implement a new Hong Kong Junior Secondary Science Curriculum (JSSC) introduced in 2006. They met regularly to share their experiences of the teaching designs and classroom practice. Through this collaboration, teachers became mentors and learners of the other teachers. Data were collected from records of meetings, lesson observations, teacher interviews and student interviews to evaluate the effectiveness of the project.

Findings of this study revealed that teaching approaches of these teachers changed significantly, particularly in terms of more student-centred modes of learning. Active student participation encouraged the teachers to explore innovative ways of learning and teaching of science. The positive feedbacks from students stimulated the teachers to reflect their role as facilitators and curriculum decision-makers rather than passive transmitters of the curriculum. Successful in making changes in the teaching culture, findings indicated that the teachers shared the commitment of delivering quality science education. The change had to be taken place in a context in which high quality resources developed by the teachers had an impact on pupils’ learning. The change was not only on the content knowledge applied in classes. It was also a change in the belief in science education. However, characteristics of a competent teacher such as good science background and good presentation skills, would not be able to succeed.

A Pilot Study on Whether Children Can and Should Do Philosophy in Hong Kong

Chi-Ming LAM (The University of Hong Kong, Hong Kong)

Considering the controversial question of whether children can and should do philosophy has hitherto been a focus of research in Hong Kong, a pilot study on Lipman’s Philosophy for Children (known as P4C) programme was conducted between September and November in a local secondary school last year. The aims of this study were fourfold: To familiarize the researcher with the designed research procedures, to find out whether students could discuss philosophical questions in the proper way, to explore the feasibility of the method of teaching P4C and to evaluate the measuring instruments. With regard to the method of the study, 14 secondary one students randomly selected as participants and were given eight P4C lessons by the trained researcher. After the P4C lessons, three instruments – the New Jersey Test of Reasoning Skills, the Student Questionnaire and the Cognitive Behaviour Checklist – were used respectively to measure students’ reasoning ability, to examine students’ attitude towards philosophy in school, and to identify and quantify the students’ cognitive behaviour characteristic of critical thinking. Videotaped discussions. The main findings of the study were that students could do philosophy in the classroom provided the standard method of teaching P4C was modified in respect of the allocation of time, role of the teacher, teaching aids and teaching strategies; and that while the New Jersey Test of Reasoning Skills could be used with reasonable degree of confidence with participants in the main study, the Student Questionnaire and the Behaviour Checklist needed to be revised and reappraised respectively.
The Effect of Mentoring on Mentors’ Professional Development

Mary Man-Wai CHE (The University of Hong Kong, Hong Kong)

In 2000-2002 the University of Hong Kong evaluated its school-university partnership arrangements for preserv
education. The study used questionnaires and interviews to examine the impact of partnerships on a
stakeholders, including the mentors who supervised the student teachers in schools.

The findings of the questionnaire survey showed that different mentors experienced the partnerships very
However, 70% of the mentors claimed that they had received a professional gain since they became a mentor.
to these mentors, the development of greater opportunities for reflection as part of the mentoring process apps
the means by which they thought they had benefited professionally. The interview data indicated that the
mentoring was a two-way learning process where the mentors learnt as much (but different things) from their
teachers. Student teachers appear to act as catalysts for reflection in the mentoring context. This paper
interprets the mentors’ reflective activities and identifies three levels of reflectivity, namely: self reflection, co
reflection and collaborative reflection. Of these, the last is shown to be the most effective in enhancing
professional growth.

Mentoring and Teacher Education: A Case Study of Obafemi Awolowo University, Ile-Ife, Nige

Francisca ALADEJANA & Sherifat EHINDERO (Obafemi Awolowo University, Nigeria)

The purpose of the present study is to examine mentoring among academic members in four departments i
Awolowo University, Ile-Ife. Two pairs of academic members were selected from each of the departments
mentoring relationships were assessed. The paper answered the following questions: what is the network of
relationship among staff members? How does mentoring affect professional growth of mentors and men
mentoring be influenced by gender? A descriptive qualitative survey was used in the study. Demographic va
the academic profile of the sixteen lecturers (ten males and six females) as well as the mechanism of men
collected through researcher designed and validated questionnaires. The results indicate that mentoring among
members operates in an informal and unstructured manner. However its several advantages were identified,
that most mentoring relationships were channeled towards research and publication, while very negligible part
on classroom teaching. Most relationships were initiated and sustained by graduate supervision, consultancy,
conferences and workshop activities.

Multiple and cross-gender mentoring were found to be more common and more successful than single and sai
mentoring. It was also found that individuals involved in multiple and cross-gender mentoring are involve
productive research and enjoy enhanced academic promotion than individuals in single and same-gender
Based on these findings, a framework to articulate mentoring to its theoretical roots in Guidance Counselling is
These findings are useful in guiding teachers at levels to make the best of mentoring relationships.
Toward Teacher Empowerment: An Analysis of Factors that may Influence the Teaching Self Beliefs of High School Science Teachers in the Transkei Region of South Africa

Agnes M. KIVIET (University of Pretoria, South Africa)

Within the context of teaching several studies have identified self-efficacy beliefs as a powerful variable in teaching instructional effectiveness (Ashton et al. 1983, Gibson & Dembo 1984, Hoy & Woolfolk 1990). They also influence of activities, effort expenditure, and persistence in failure situations (Bandura 1982), experimenting and (Sparks 1988), student achievement (Greenwood et al 1990), and commitment to teaching (Coladarci 1990). The present study was to document the teaching self-efficacy beliefs of 200 inservice science teachers, as well which could be having an influence on them. The target group was derived from 25 school districts and w questionnaires that evaluated their ability or failure to see themselves as effective agents of students learning demographics which were analysed included gender, educational background, age, teaching experience and location. The results of this study showed that the selected factors indeed have an influence on teaching beliefs. The higher the education of the teacher, the higher the scores of self-efficacy reported. Males reported levels of efficacy than their female counterparts. As the age and teaching experience increased so did their effic Rural teachers were the least efficacious. These findings confirmed Bandura’s notion that self-efficacy beliefs are specific (1986). Furthermore, they have a potential to provide guidelines for teacher mentors at both the preservice levels of training.

The Essence of Teacher Learning and Professional Development in the Era of Integrating Information and Communication Technology (ICT) across the Subject Curriculum

Harrison TSE (The Hong Kong Institute of Education, Hong Kong)

The application of ICT in teaching and learning is rapidly shifting from experimentations to full-scale implementation of ICT across the curriculum. Success of integrating ICT into the teachers’ personal practices is a crucial factor of teaching effectiveness. Because teachers have different pathways to successful integration, there is a need development framework that incorporates these pathways for teacher professional development. This paper presents such a framework, which addresses professional development through interactions with people inside and outside the classroom.

The research addressed four aspects of the proposed framework: the existence of tripartite relationships representation of the paths described in it, its feasibility, the effectiveness of its collaborative component, and ways of using connections between learning communities. The feasibility of the framework was evaluated by a case study using computers for developing mental calculation skills of 30 Year 4 primary school children in England.

The results indicated that the framework is feasible and highly effective in terms of value-added pupil measurement and conceptual change in teaching approaches. The implication of the results is that ICT development work should be restricted to the ICT-related pedagogical practice of a local classroom and, as such, function as a ‘close’ instead, teachers have to be ‘open’ to listen to innovative ideas and to share their own experience with a supporter and others in the network. The framework manifests the pathways of training and professional development of teachers in primary, secondary and tertiary education.
Thursday 15:45 – 17:45, Seminar Room 3

Paper Presentation

Consequences of Federally Mandated Teacher Testing: A Longitudinal Case Study

Massachusetts

Larry H. LUDLOW & Dennis SHIRLEY (Boston College, United States)

Teacher testing was inaugurated in Massachusetts in 1998 and a 59% failure rate among test-takers led to the shaming of the teacher candidates and their colleges and universities in the media. Within a two-year timeframe, low-performing teacher education programs in Massachusetts initiated a wide range of test preparatory activities, which led to a dramatic increase in their students’ pass rates. The authors separate colleges and universities into categories and examine their differentiated responses to teacher testing. Their finding that institutions of higher learning have responded effectively to teacher testing does not preclude critique of teacher testing as currently practiced in Massachusetts.

The Politics of Education and Maintenance of Standards and Quality in Teacher Education Delivery

Modupe A. ADELABU (Obafemi Awolowo University, Nigeria)

The politics of free education in Nigeria started in 1955 with the introduction of free primary education in the Western Region. Ever since successive governments had engaged in free education either at primary or secondary school level. This led to a phenomenal increase in enrolment and number of teachers, and also influenced standards in education.

There is a symbiotic relationship between education and politics as one influences the other. Thomas (1976) posited that after any country has gone through a political transformation, the new rulers are always engaged in revamping the whole educational system. The rulers sensed that the success of their regimes is intertwined with the ideas and values of behaviour transmitted through the educational system (Easton, 1953).

The reciprocal nature of politics and education in Nigeria is further buttressed by Ogusheye (1965), Abemeye (1990) and Obaya (1999). These authors justifiably claim that politics and education operate in close interdependence.

Two major types of instruments were used to collect data for the study. The two instruments which were adequate for validity and reliability collected data on the views and opinions of teacher educator and practicing teachers. The findings of the study indicated that the free-education policy has had a positive number effect on educational standards and teachers’ morale and professional development.
The Essence of Learning: A Study of the Learning Needs of Primary School Teachers in Hong Kong

FOK Shui Che (The Hong Kong Institute of Education, Hong Kong)

This paper is about a study of the learning needs of serving primary school teachers in Hong Kong. The question is what are the training needs of these teachers. Literature review shows that there are different elements of development and different stages of teachers’ career are related to teachers training requirements. In our questionnaire is given to the participants who have attended an in-service program. In the questionnaire, the respondents have to indicate their perceived competences of themselves and their perceived training needs. They have a clear understanding of their psychological needs. The results of the study reveal that there is no big difference in the training needs of teachers of different teaching experience and teaching duties. Also, there is no significant correlation between perceived competencies and their perceived training needs. The conclusion is that the education reform since 1982 exerted such great pressure on all teachers that they have a sense of insecurity. Therefore there is an inadequacy in primary school teachers and they feel an urgent need to upgrade themselves in whatever area is relevant. The positive outcome is that teachers are more ready to attend in-service training program. The negative outcome is that teachers have no long-term goals in their professional development. The true learning needs are to upgrade their professional skills in order to attain job security.

Networked Learning Communities: Joined up Working?

Ivan REID, Kevin BRAIN & Louise COMERFORD-BOYES (University of Bradford, United Kingdom)

This paper contextually reviews the central government’s initiative to set up Networked Learning Communities consisting of groups of schools, within the broader current educational policies of the UK. It identifies the role of the National College of School Leadership in the advocacy and promotion of NLCs. Based evidence from the University of Bradford’s participation as a higher education partner in a NLC in the North of England the paper offers an evaluation of the initiative. It explores the extent to which the initiative’s objectives are being reached and assesses the efficacy of the initiative. It shows that teachers and schools involved.
Thursday 15:45 – 17:45, Seminar Room 4

Paper Presentation

Obstacles as Opportunities for the Pursuit of Teaching Excellence: Learning to become Educators

Nicole J. TAVARES & Gary J. HARFITT (The University of Hong Kong, Hong Kong)

The paper focuses on the dilemmas faced by teachers and teacher educators. It addresses a fundamental question facing teacher educators, namely how excellence in teaching can be promoted in the face of a multitude of obstacles. The research adopts a framework for the development of self-study practice (Loughran and Northfield, 1999). The self-study is conducted by both authors who are learning to become teacher educators, having themselves transitioned from being teachers and heads of departments in local secondary schools to teaching on pre- and teacher training courses at the tertiary level. Through conducting an in-depth analysis of student teachers’ post-lesson interviews over a two year period and semi-structured retrospective interviews, key obstacles to professional development are identified. These challenges are classified into three main areas – school, personal, and social, including some very specific constraints perceived by local teachers. The findings echo the teaching profession can be seen as stimulus for re-conceptualisation leading to a conscious move away from 'survival' towards 'generativity' (Erikson, 1964).

Unconventional Teacher Preparation in Bangladesh. Providing Learning Opportunities to Out-of-School Children

Beatrice AVALOS-BEVAN (PREAL, Chile)
Tasneem Ghafoor ATHAT (CAMPE, Bangladesh)

Bangladesh is one of the poorest countries in the world. Though it has an education system that caters for children and young people from primary level to university, there are still approximately 1.5 million children that do not go to school. In the light of the Education for All targets set for the year 2010, it is of interest to examine the contribution made by Non Government Organizations (NGOs) in Bangladesh make towards achieving this goal and how they do so.

This paper will address the system of teacher preparation offered by Non-government organisations (NGOs) an on how children learn and achieve the official curriculum competencies needed to complete primary education. Forms of preparing teachers will be compared to the government’s system of teacher preparation and the contribution to mainstream education of agencies such as UNICEF and other donors. The paper expects to show how available research and personal knowledge, how unconventional forms of teacher preparation may be because, knowingly or not, they follow what has been learnt through research and experience about factors that quality of teaching and learning. The paper will also consider the limitations of this type of preparation for achieving cognitive skills as youngsters move up in the education ladder.
Professional Renewal: Linking Teachers’ Professional Learning with Professional Certification

Graeme HALL (Board of Teacher Registration, Australia)

Professional licensing or registration is a feature of most professions, including teaching. However the form regulation takes varies between professions and between jurisdictions. One specific area of variation is that of registration. With particular reference to teaching, this presentation questions the purposes of professional lice how they relate to the need for and processes involved in maintaining and renewing the licence to practise. It considers the relationship between ongoing professional learning and continuing membership of the profession. The presentation aims to use analysis of policy considerations to develop options available for the continuing pr certification of teachers. It evaluates these options in terms of how they meet the needs of all stakeholders themselves as well as the range of clients whose interests they serve. It acknowledges the need to take into account the unique nature of teachers’ work. It also claims that there is more at stake than merely certification. There needs to be an opportunity for true professional renewal to occur. The analysis concludes that there is, in fact, a strong relationship between professional learning and growth and continuing professional capability on the other. It proposes that this is a symbiotic relationship - that about professional learning promote not only public confidence, but enhance the profession’s claims for acc recognition of professional learning experiences.

Rules of the Game for Teachers to “Dance” Together in Professional Learning Communities

CHOI On-Shing, (PLK Regional College of Continuing Education (New Territories), Hong Kong)

For achieving pluralistic, cross-cultural and multi-disciplinary education and preparing students to live in a ultramodern and revolutionary era in the new 21st century, teachers have to play a revised role as profession and form partnerships in professional learning communities with synergic contribution to the community well-being live in trust and fraternal cooperation with each other. The paper attempts to postulate an interesting an analogy, which creatively aligns partnerships for dancing with those for professional learning. It believes whether people dance together in a ballroom, or teachers learn together in a professional learning communishare common “rules of the game”, in terms of the dynamic changing environment, the interactive int mechanism, and the other related economic, sociological and psychological perspectives. The rules helping “dance” hard and well together include one single ballroom sharing the same music, people choosing or partners when different music playing, and a dancing king matching with another dancing queen.
Thursday 15:45 – 17:45, Seminar Room 5

Paper Presentation

Using the KWL (Know-Want-Learn) Method to Support Teacher Educators in Action Research

Ching Leung LUNG & Magdalena Mo Ching MOK (The Hong Kong Institute of Education, Hong Kong)

In educational settings, action research can be used in a variety of areas such as (1) teaching methods; (2) strategies; (3) evaluative procedures; (4) attitudes and values; (5) continuing professional development of teachers and (6) administration (Cohen, Manion & Morrison, 2000). Due to various reasons, there are few action research in schools and in higher education in Hong Kong (Li, Yu, 1999; Kember & Gow, 1992). Even in other place of the world, action research with empirical data is not much research is not much education (Ross & Bondy, 1996).

This study is an investigation in using the KWL method to support teacher educators in conducting action research enhancing learning of student-teachers as well as in continuing professional development of teacher educators. This study comprised 32 student-teachers who were currently enrolled in a three year teacher certificate teacher programme at the Hong Kong Institute of Education. The KWL method can record “what they know (K) and want (W) before lesson” as well as “what they learn (L) after lesson”. Records of their prior knowledge expectation (W), their learning (L) can be analyzed to explore the structure of their learning and its changes information together with the data collected in the action research cycle (plan, act, observe and reflect) will hints and insights to the teacher educators to reflect on their own teaching.

Changing Pedagogical Practices and Promoting the Professional Development of Elementary Teachers

Maria da Graca Nicoletti MIZUKAMI (Federal University of Sao Carlos – SP/Brazil)

This paper refers to a seven-year action-research (1996-2003) conducted by a public university in partnership of elementary public school. The research, which aimed the investigation and promotion of teachers’ professional development processes, had its chief concerns addressed by the following question: “To what extent a process that considers reflection on the pedagogical practice as its axis of development and implies interventio constructive-collaborative nature in the workplace allows us to know, understand and promote professional development processes of schoolteachers?” The adopted orientations were drawn from literature regarding: teachers’ professional development processes; teachers’ thinking; inquiry and collaboration in teacher education; communities of learning models of knowledge base for teaching and the pedagogical reasoning process; the reflection considered as a cognitive orientation; the learning-in-context theory, and organizational learning. The interventions were labeled ‘learning experiences’. The data sources were: participant observation; oral narratives; individual and group reports; diary entries, teaching cases, individual and collective interviews; teachers’ and students’ productions showed that the construction process of pedagogical content knowledge is of primary importance in the professional development of schoolteachers. Teachers’ learning processes were more practical than theoretically oriented levels and types of reflection were evident. Teachers considered their practice their only realm of competence and opportunities destined to put under proof teachers’ facing multiple possibilities of failure, contributed to the success of this experience, regardless of the diffic
Learning the Ropes to Conduct an Ethnographic Research as a Teacher-Researcher

Ranbir Singh MALIK (Edith Cowan University, Australia)

For classroom teachers to conduct an ethnographic research is a challenging task because they find themselves in a conflicting role. A researcher's primary role is that of an observer and outsider, whereas for the teacher an established role is that of authority in classroom. In this paper, based on doctoral research at Edith Cowan Australia, the author reflects on the hurdles he faced while doing research as a teacher-reSEARCHER. The author established an ethnographic study of home and school environments of Chinese-Australian and Anglo-Australian high school students at a school where he taught the participating students. As a teacher-reSEARCHER the author perceived his primary role an observer and outsider, but as a teacher his role of authority in classroom was already established.

This paper discusses the problems that arose from becoming an observer with a non-judgmental, distanced (Woods, 1986), while at the same time being involved in and committed to the familiar territory. The author discusses that in an ethnographic study for a teacher-reSEARCHER it is not only hard to maintain necessary distance s/he faces moral dilemmas. In the role of a teacher the author found it difficult to observe because he was accustomed to giving suggestions, coercing the students to obey instructions and deciding on the spot what action to take if misbehaved in classroom.

The paper concludes by arguing that the trade-off is that since the teacher-reSEARCHER has an easy access as an outsider is unable to reveal.

Impact of Reviewing Videos of Exemplary Science Teaching on Pre-Service Teachers’ Conceptions of Good Science Teaching

Siu Ling WONG, Benny Hin Wai YUNG, Man Wai CHENG (The University of Hong Kong, Hong Kong)

This paper reports on some interesting findings of a curriculum innovation conducted by a group of science educationists at The University of Hong Kong. A CD-ROM consisting of videos of two lessons by different teachers demonstrating exemplary science teaching was used to elicit the conceptions of good science teaching of student teachers on the one-year postgraduate teaching education course at several stages during the programme. It was found that videos acted as an effective probe to elicit student teachers’ conceptions and had significant impact on those conceptions prior to the commencement of formal instruction. The videos have reinforced, shaped and developed student conceptions of good science teaching through the provision of teacher models demonstrating exemplary teaching. The videos have extended their awareness of alternative teaching methods and approaches not experienced in their own classroom situations, provided proof of existence of good practices and helped to reflect on their preconceptions of good science teaching. In several ways, the videos act as a socializing the transition of participants from the role of student to the role of teacher.

This project has been a good learning experience for us, in that it has been a powerful stimulus for us to reflect and improve our programme. The interviews with our students prior to the formal instruction have not only given us an understanding of our students’ prior conceptions of good science teaching but also a sense of their past experiences, hopes and fears that influence their conceptions of science teaching.
Thursday 15:45 – 17:45, Seminar Room 6

Paper Presentation

Teacher’s Belief and Practice in Classroom in a Culturally Mixed Hong Kong Society

Elaine TUNG-CHEUNG (The Hong Kong Institute of Education, Hong Kong)

Teachers’ beliefs in human values significantly affect their interaction with students in effective classroom. Whether a teacher has taken a humanistic approach or behavioral approach in the classroom is a curious question, especially in a culturally mixed Hong Kong society. In response to this question, the researcher attempted to find out how the teachers believed in human values and how they practiced their beliefs in the classroom. As part of this research, the paper aimed to elaborate on the teachers’ beliefs and practice during teacher-pupil interaction and how their beliefs and practice were affected by the East and West educational philosophy.

Education values and beliefs in whole child development underpin the aims of education in the 21st century. The study showed that a teacher’s belief in humanistic approach in bringing out the holistic development of a child plays an essential role in fulfilling the education ideology. The study of a group of 35 in-service primary school teachers in Hong Kong launched in 1999/2000 regarding their teacher-pupil interaction. The research methods mainly included interviews, questionnaires and classroom observations. The research findings revealed that the participants practiced both humanistic and behavioral approaches, and the cultural perspective on humanistic or behavioral was not prominent. Although a considerable number of them believed in the affective approach, they had difficulties in the implementation owing to the constraint of time and resources. The research outcome implied that teacher development in affective education is essential to facilitate student learning in the current educational context.

Developing Communicative Competence through Cultural Connections

Maria G. RAMIREZ & Porter L. TROUTMAN (University of Nevada, United States)
Mark J. DOMINGUEZ (Clark County School District, United States)

The interactive session is designed for participants to view a video tape, participate in a series of discussions, and writing exercises for the purpose of understanding how they can utilize an audiovisual strategy for developing and communicative competence in second language students. Participants will identify strategies for addressing varying degrees of oral and written proficiency of second language students. Attendees will be divided into four groups to maximize involvement and participation. Each group will design plans and leave with a working strategy for students in connecting cultural understanding to emergent and expanding communicative competence.
An Evaluation of Nigerian Teachers’ Responsiveness to Contemporary Techno-Cultural Changes
Osun State, Nigeria

Odusola Olutoyin DIBU-OJERINDE & Bamidele Abiodun FALEYE (Obafemi Awolowo University, Nigeria)

Problem: Evidences abound from literature that the use of Information and Communication Technology is widespread in most schools in the industrialised nations. However, the change in Nigeria is rather small as evidenced in common knowledge.

Question: These questions were raised that: What is the level of awareness of Nigerian teachers on ICT instructional process? Do they take advantage of ICT in enhancing teaching, leaning and assessment? Compared to their students, do teachers make greater use of ICT?

Aim: To determine the awareness level of Nigerian teachers in comparison with their students in the use of ICT responsiveness to contemporary techno-cultural changes.

Field of Study: Educational Measurement and Evaluation

Method: The population consisted of all secondary school teachers and students in Osun State, Nigeria. A total of 450 teachers and 300 students were selected through stratified sampling. Computer Attitudinal Scale for teachers and Computer Attitudinal Scale for students were used to collect data. The evaluation was done using Stake’s model.

Result: Results showed that Nigerian teachers are slow in embracing contemporary techno-cultural changes; however, it was revealed that students are ahead of their teachers in responsiveness to advances in ICT.

Conclusion: This development does not agree with the functions of teachers as facilitators of learning.

Significance of Study: Some benefits of the use of ICT were highlighted. It is hoped that the findings will be of value to policy formulators in Nigeria as the nation prepares to develop ICT policy for schools.
Thursday 15:45 – 17:45, Telemedicine Centre

Local Project Presentation

From Mentor Training to Developing Mentorship: Progressive Discourse in Portfolio-Build District-Based Growth Model

Ora KWO, Gwyn EDWARDS, Jessie YUM, Aaron Cho-kei SIU, Julie MA (The University of Hong Kong)

In the global trend of educational reform, educators worldwide are forging new roles, identities and relationships. In Hong Kong, the Advisory Committee on Teacher Education and Qualifications (ACTEQ) is mandated to work on high-quality teaching force as schools are given more autonomy in curriculum decision-making. Arguably, the point for changing practice has to be rooted in self-understanding. This paper has emerged from a district-based model for research and development that focuses on capacity-building for induction and mentoring as viable means for self-understanding.

The project brings together academics, school principals and government officials, and focuses on two major questions: (1) In what ways can mentoring practices develop with regard to serving diverse schools within the district? (2) In what ways can portfolios support beginning teachers' professional development?

With a critique of assumptions underlying training models, this project is framed by a belief in the value of progressive discourse (Bereiter, 1994) and mentorship for collaborative learning in professional relationships. Initially, the project embarked with a focus on the rapport among the participants for a collective commitment to research and development. The project then turned to field studies that engaged experienced and beginning teachers in articulation and their modes of practice. Documentation of portfolios was established through progressive discourse at two meta-level of the project in open communication; and the micro-level of individuals' reflections related to inquiry. Following presentation and analysis of these steps, the paper concludes with insights into a district-based model of professional development whereby teachers are engaged in learning discourse from which new understandings of practice is built.
Reconceptualizing Teacher Education to Meet the Challenges of Educational Reform in Hong Kong

Gwyn EDWARDS (The University of Hong Kong, Hong Kong)

In recent years, countries throughout the world have embarked on major educational reforms in response to exponential social, political, economic and technological transformations that are taking place on a global scale. Hong Kong is no exception to this trend and, on the recommendation of the Education Commission Report, is implementing its own programme of radical educational reform.

The reform envisages teachers in Hong Kong playing a more active role in curriculum development and, to enable them to do so, they are to be given more flexibility and autonomy in exercising their professionalism. This shift in emphasis on educational change agent without a corresponding reorientation in the way they are trained. In future, greater attention will be given to helping prospective teachers acquire the understandings, skills and dispositions to enable them to intelligently and effectively respond to continuously emerging problems of educational practice in an increasingly complex and ever-changing world.

The Faculty of Education in the University of Hong Kong has initiated a number of changes both in its internal structure and in the programmes it offers in order to support the government’s educational reform. This paper outlines and analyses the changes that are being implemented in the Postgraduate Diploma in Education Programme to achieve better integration of theory and practice and to facilitate more self-directed, autonomous and reflexive learning.

Chief Executive’s Award for Teaching Excellence

PANG Yiu-kai (Education and Manpower Bureau, Hong Kong)

As the Education Reform in Hong Kong steams ahead, many teachers have committed themselves to enhancing the quality of education in multifaceted ways. The Chief Executive’s Award for Teaching Excellence (ATE) aims to recognize accomplished teachers who demonstrate exemplary teaching practices and to foster a culture of excellence in the teaching profession. While ATE does not seek to identify all-rounders, the Assessment Panels will focus on four key domains, namely Professional Competence, Student Development, Commitment to the Profession and School Development. The awardees will help ripple a culture of excellence in the teaching profession in Hong Kong.
Promoting Teachers’ Continuing Professional Development through Mentoring

Chi-hung NG & Edith LAI (Open University of Hong Kong, Hong Kong)

Mentoring has emerged as one of the most important innovative pedagogical designs in many teacher programs. A review of the literature on mentoring suggests that current models of mentoring focus exclusively on teacher education and do not take into account the continuing professional development needs of practising teachers. In this paper, mentoring is situated in the context of teacher development. It is considered as a potential means to effectively address teachers’ changing needs at different stages of their development and to sustain the drive towards the development of learning communities in schools. In this developmental conception, mentoring is understood as a relationship involving a series of interactions between a mentor and a mentee about professional issues, practice within specific teaching/learning situations. The form and content of these situated interactions hinge on the extent of differences in some important professional attributes of the two parties, which may include professional knowledge, pedagogical skills, teaching experience and beliefs about teaching. In addition, the variability in the mastery of such professional knowledge and skills, exposure and experience in teaching and learning development of pedagogical beliefs and concepts constitute the creation of a power relationship between parties. To the extent that these differences prevail between mentors and mentees, the configuration of interrelationships between them varies. This proposed model is rooted in the theoretical foundation of sociocultural inspired by the writings of Vygotsky.

Learner-Centered Practices (LCP) and Students’ Intrinsic Motivation: The Case of H. University, Jordan

Jehad M. ALAEDEIN, Mohammed Abu ALIA & Jamal Abu AL-RUZ (Hashemite University, Jordan)

The authors focused on the relationship between college students’ perceptions of their teachers’ learner-centered practices, and their intrinsic motivation as well as their academic achievement. Intrinsic motivation exerts conditions that elicit and sustain, versus subdue and diminish this innate propensity. Many educators emphasize the kind of motivation that can be flourished and enhanced through the implementation of instructional behaviors Learner-Centered Psychological Principles (LCPs) (McCombs, 2003). The theoretical justification for these comes in part from self-determination theory, which emphasizes development of intrinsic motivation by individuals’ autonomy, competence, and relatedness.

Random sample (N= 971) (584 females, 387 males) of Hashemite University graduate and undergraduate students completed Learner-Centered Practices Students’ Perceptions Inventory (LCPSP1) (McCombs & Whisler, 1997 ed. 1997).
Motivation Inventory (IMI), and Midterm Grades (MG). The results showed significant correlations between (LCPSPI) scores and their intrinsic motivation (IMI) scores ($r = 0.46, p<.01$), between (LCPSPI) scores and grades (MG) ($r =0.31, p>0.01$), as well as between (IMI) and (MG) scores ($r = 0.20, p >0.01$). In addition, results that the two levels (high – low) of exposure to learner-centered practices led to differential effects on intrinsic (IMI) scores ($t (13.94) = 2.59, p<0.001$), but not on the midterm grades (MG). Further results of the Learner Practices Students’ Perceptions Inventory (LCPSPI) showed that there was a significant effect for (1) Gender ($\chi^2 (6.424)=3.86, p<.05$) in favor of Females and (2) for years Variable ($\chi^2 (4.805)=3.83, p<.001$), in favor of Fourth for the (3) interaction between (LCPSPI) and Gender × College × Years, ($\chi^2 (3.952)=3.83, p<.001$), which may be to the higher scores of humanity – First year – males, and science – second year – males and humanity- third year and science- fourth year-females. In addition results of intrinsic motivation (IMI) scores showed statistically effect only for the interaction between Gender × years ($\chi^2 (2.804)=2.62, p<.05$), in favor of females. The result further evidence for teaching contextual indirect effects on intrinsic motivation.

**A Reciprocal Model in Field Practice for Developing Pre-Service Teachers and School towards Education Reform - Lifelong Learning**

Siu-wing YEUNG & Kwok-hung LAI (Hong Kong Baptist University, Hong Kong)

To infiltrate the positive attitude towards the contemporary education development into each of the studen mind, the Department of Education Studies of Hong Kong Baptist University developed a "reciprocal mode Practice. Student-teachers therefore have the opportunity to feel or experience the real taste of the work at school on the one hand; On the other hand, due to the impact of the student-teachers, the school mentor broaden their views in terms of subject knowledge, teaching methods and youth culture. This would be useful to the school mentors and make them be aware of the needs of change in education.
Cowboys & Indians: Storying-Play - An Approach to Learning Special-Relativity Kin-Actions
Diverse and Indigenous Individuals

Lois PROVOST-TURCHETTI & Anne SOLOMON (OISE/University of Toronto, Canada)

Conquest and colonization staged the odds between children of diverse peoples. Indigenous peoples' mythic remain at odds with the fantastic stereotypes of colonial education and media. The two sides experience painf... irreconcilable differences.

Storying Traditional teachings through child's play re-turns to the original Indigenous referential-relational 'journeying reconciliation.' This paper re-views 'Cowboy and Indian' stories. Beginning with the juvenile wet Lone Ranger and Tonto, it draws on corresponding southern and northern teachings on "Hero Twin-ness" in Lone Ranger and Tonto can become brothers.

Traditional Indigenous 'methodologies' are rather approaches that are distinct to persons and their circumst: 'study' is a reflection on the storying experiences of two Traditional Indigenous women doctoral students: a Stc and a Therapist. The story of 'Cowboy and Indian' becoming "Indian-and-Cowboy" was 'sat on' with Traditional Teachers. Later the story was told with groups of educators, elders and children in Teaching/Talking Circles.

Listeners initially interpret 'Cowboy and Indian' as a perpetuation of stereotypes. Re-viewing the story through 'l they begin to shift perspective. Retelling 'Indian and Cowboy' in oral tradition is the best medicine for both te students. Some welcome reconciliation. Others are not yet ready to begin. Yet, dialogue is opened. This wori 'mythograph' from an Indigenous vocabulary of cosmogony, compiled by one of the presenters. Ackr Indigenous peoples' ways of relating and learning contributes to and unearths new personal and commun: growth for listeners who, becoming tellers, find themselves journeying together to their place in the cosmos.
Meaningful Classrooms: A Collaborative Action Research in Teachers Development Schools

Hong NING & Bangping DING (Capital Normal University, China)

This study has been a result of the research undertaken collaboratively with practicing teachers in Teachers Development Schools (TDSs) that have appeared in Beijing and other cities in Mainland China since 2001. While much international research focuses on effective teaching or effective schools in the field of teaching and teacher education, our main concern is with Meaningful Classrooms (MCs) in our partnership schools. Through a three-year collaboration of teaching and teacher development in these TDSs, using a range of research methods such as participant observation, formal and informal interviews, and school documentary analysis, a new model of teacher professionalization is forward in this paper. In this new model, teacher professionalization is taken to mean making classroom instruc- teach- educative meanings and to make students understand those meanings. In MCs what we are pursuing is the rich educative meanings in students. This will change the current classroom teaching practice in many of Chinese schools is characterized by the mere transmission of knowledge to the exclusion of other worthwhile objectives of instruction. Rather, it will penetrate knowledge content and tap the rich educative meanings involved in it. Thus it our pursuit will find expression in the teachers’ resolute professional spirit, their professionalism, and their professional growth as well.
Friday, 9:00-10:15, Lecture Theatre 3

Key Presentation

School-Based Research and Activities: An Innovative Model to Promote Teacher Professional Development

GU Lingyuan & WANG Jie (Shanghai Academy of Educational Sciences, China)

Teacher professional development learning activities can be perceived as an effective way to resolve many problems. However, the one-way lecturing approach is unlikely to provide a context in which for teachers to implement educational theories into practice. ‘Action Education’, a school-based research and activities approach that is widely implementing in the schools in China these years, is an innovative model to promote teacher development.

It focuses on collaborative learning, learning from experiences and the constructing connection between actions and reflections. Such a model is an attempt to bridge the gap between theory and practice, to develop teacher’s practical wisdom and to promote teacher professional development in a daily life.

This research, originated from the Qingpu Experiment 20 years ago, is completed by the “action education” research team in the process of undertaking research projects in the area of the in-service teacher education of Shanghai and nationwide.

* This paper is based on the plenary report of the national conference "construction of school-based research system", held in Shanghai in Dec, 2003.
**Elements of a Strong Teaching Profession: Examining the Role of Citizen in Democratic Educational Institutions**

Robert YINGER (Baylor University, United States)

In recent years the steady march toward developing teaching as a profession in the United States (U.S.) was diverted by concerted efforts to deprofessionalize this work. Conceptions of teaching grounded in a scientific base and protected by the high walls of professional standards, licensure, and accreditation are being challenged by alternative conceptions viewing teaching as a skilled occupation best served by deregulation, market competition, and easy access to employment.

This paper describes these trends and begins to map this debate historically, philosophically, and sociologically, focusing on conceptions and strategies emerging in numerous U.S. professions, a conception of teaching as a public profession is proposed. Particular emphasis is placed on theories of professional work that highlight the civic responsibility of professionals as citizens who serve the public good in the context of democratic educational institutions.

**Teachers as Mentors: Learning a Second Language of Teaching?**

Lily ORLAND-BARAK (The University of Haifa, Israel)

In this paper I explore my evolving understandings of the practice of mentoring as conceptualized through the metaphor ‘Learning to mentor as learning a second language of teaching’. First, I describe the emergence of the initial metaphor of learning to mentor as the acquisition of communicative competencies, focusing on the connections between teaching and mentoring, as informed by initial study. Then, drawing on recent work in the context of Israeli in-service teachers, I discuss the development of my understanding of the process of learning to mentor, from the acquisition of communicative competencies (as identified in initial study) towards a more discursive view of the process as ‘part of competing discourses of practice’.

Recent work reveals the intricacies and complexities entailed in translating from one language (teaching) to another (mentoring), often positioning mentors as ‘lost on translation’. Specifically, it sheds light on issues of morality, context, and conditions for learning to mentor. To discuss my evolving understandings of the metaphor and its connotation, I explore the question mark added to the title of this paper ‘Mentoring as a second language of teaching’ attending to three interrelated themes that derive from the question: (1) Mentoring as connected to teaching, (2) as distinct from teaching and, (3) Conditions for learning to mentor. Finally, I address the question ‘So what?’ and consolidate my emergent understandings of the metaphor, framed as assertions for thinking about the future of mentoring.
**Friday, 10:45 – 12:45, Seminar Room 1**

*Symposium*

**Preparing Students for Roles in a Global Society: Educational Tourism or Enhancing Diversity**

Paula A. CORDEIRO, Reyes QUEZADA, Jaime ROMO, Kendra SISSESON & Susan ZGLINCZ

(University of San Diego, United States)

This symposium examines how Schools and Colleges of Education can best prepare students for roles in Society. Five separate papers will address some of the following questions: What does it mean to say that graduates will be culturally competent? Should students and faculty be required, or encouraged, to have international experiences? What essential knowledge and skills do teachers, school counsellors, and school administrators need to function effectively in diverse classrooms and schools? How can we ensure that program graduates have the skills necessary for international opportunities for students and faculty so that they do not fall victim to a form of educational tourism? What performance-based outcomes for managing and enhancing diversity in international settings should be maximized in our curricula?
Friday 10:45 – 12:45, Seminar Room 2

Paper Presentation

Teacher as the Curriculum Leader in Primary Schools: Perceived Roles and Problems Encountered

Kwok Tung TSUI (The Hong Kong Institute of Education, Hong Kong)

This paper aims to explore how curriculum leadership occurs and is carried out by teacher leaders inside primary school-based curriculum reform context. About 100 newly appointed PSMCDs completed and returned an open-ended questionnaire on their perceived roles as curriculum leader, difficulties encountered and self-evaluation on performing their curriculum leadership role in their own schools. Preliminary analysis indicates that they pay attention to the first two roles. The most difficult problems they encountered are the passive attitude or resistance of colleagues, lack of support from principals, and heavy workload.

The findings should be useful for extending our understanding of how teachers would grow up as curriculum leaders from a teacher perspective and strategies for building such curriculum leader force for the teaching profession.

“Growing a Community of Reflective Practitioners in Tertiary Education: An Examination of the Contribution of Mentoring”

Ruth GORINSKI, Cath FRASER & Lin AYO (Bay of Plenty Polytechnic, New Zealand)

The practice of mentoring continues to be profoundly influential as a mechanism for growing a dynamic, flexible and creative community of reflective practitioners in educational settings. However, the many definitional ambiguities in the literature are stymieing efforts to clearly articulate the concept of mentoring. An awareness of inherent tensions provided the impetus to explore current mentoring practice at Pacific Coast Institute of Technology.

The specific research question that this study sought to answer was: In what ways does current mentoring at the Pacific Coast Institute of Technology foster the development of a community of reflective practitioners? The research guided by a qualitative case study design and used face to face interviews, document collection and focus group discussions as the primary data collection tools. The process of analysis sought to describe the roles and explain the pattern of relationships between mentors and mentees.

Analysis of the data indicates that individual experiences reflect the definitional ambiguities identified in the literature, resulting in a wide disparity of practice that in general, fails to foster a community of reflective practitioners. This highlights a number of barriers to realising the potential of mentoring as a key to building practitioner capability in historical, contextual and structural practices.

The paper concludes that the way forward lies in reinterpreting the notion of what constitutes mentoring and in new ways of optimising learning opportunities for both mentors and mentees. The findings are significant for educators who are interested in integrating a theoretical and practical framework for mentoring to enhance future growth and reflective practice.
Fostering Higher Education Opportunities: Graduation Evening Courses to License B Teachers

Sonia Martins de Almeida NOGUEIRA (Universidade Estadual do Norte Fluminense Darcy Brazil)

The primary intent of this paper calls for the debate on the implementation of evening courses in public higher institutions, focusing on educational policies devoted to foster wider participation of students belonging to less social extracts, mainly to expand the enrollment of workers, who cannot attend full-time day programmes and social demand to higher education. This study considers education vital for ensuring social inclusion, as it is an for diminishing exclusion.

The Universidade Estadual do Norte Fluminense Darcy Ribeiro implemented evening courses to license teachers in 1999, sheltered under the objective to attend to legal device stated by the Education Refc 1996, which establishes the implementation of evening graduation courses in public institutions. The choice of courses was backed by the strong demand of secondary school teachers evidenced in the educational public s

Our main intention is to focus on the evening courses, from 1999 to 2003. This study deals with issu implemented teacher education model, concerning trends, flow of entrance, drop-outs, students’ academic performance and their profile. It was assumed that workers reached the highest percentage of students in the classes, one of the strongest arguments presented by local authorities for the creation and implementation of evening IT However, such presumption was not corroborated by data.

Mentors' Perceptions of Their Roles: A Comparison of Hong Kong, England and Germany Teachers

Aaron Cho-kei SIU (The University of Hong Kong, Hong Kong)

In recent years, school-based mentoring has become an increasingly important aspect of initial teacher education. The aim of this study is to identify similarities and differences in the way in which teachers perceive themselves in “mentor” in school-based teacher training in Hong Kong, England and Germany. In Hong Kong, the data was collected from a mentoring workshop organized by the University of Hong Kong. Following a qualitative approach, the data was compared with the data of England and Germany teachers from a study conducted by Jones (2001). The similarity and differences among the three systems as well as culturally specific issues are discussed.
Do Career Consideration Promote Professional Learning among Teachers?

Chi-hung NG (Open University of Hong Kong, Hong Kong)

Learning is indispensable to teachers’ professional development. More often than not, the learning of in-service is related to some profession or career considerations. However, we know little as to how career-related considerations affect teachers’ learning. Using an achievement goal framework, this study explored the effects of teachers’ career goals, such as learning for the sake of improving professional knowledge, for upgrading professional qualification or gaining professional recognition, on their learning. Other achievements goals, such as learning for understanding, for achievement or for other social purposes were also assessed simultaneously. Teachers’ career goals and other achievement goals were taken as independent variables and were assumed to have effects on learning variables central to the process of learning. The dependent variables included: learning and self-strategies, self-beliefs, and perceptions of the course. The main aims of this study were to explore the relations between different type of goals and the learning, and to assess their relative importance in predicting teacher strategies, beliefs and perceptions. 334 teachers in Hong Kong completed a survey questionnaire. All these teachers enrolled in an educational psychology course in a Bachelor degree of Education offered through a distance education programme. Correlation and regression analyses corroborated that career-related goals had limited motivational impact on teachers’ learning. Learning for understanding was the most important goal for teachers’ use of different strategies and their attitudes towards the course. The findings were discussed in terms of promoting teacher learning.

An Empirical Study on the Emotional Experiences of New Teachers at the Beginning Professional Practice

CHAN-TAM Mei-ngan, Tammy (The Hong Kong Institute of Education, Hong Kong)

The area of teacher’s emotion does not receive much attention in the past few decades. In that teaching is a profession not only knowledge delivery but also involves deep and intense affection with pupils, teachers should not be sole the role of giver. Teacher’s emotions should be addressed and well-taken while we emphasize the emotional experiences of pupils. The aim of this study is to understand the emotions and emotional experiences of new teachers. Its significance lies on the provision of first-hand research based information on teacher’s emotions which can contribute to the design and implementation of pre-service and in-service teacher education programmes. The study focuses on the experiences of eight new teachers in their schools and classroom teaching. The method of study is a qualitative one where autobiography, journal writing and in-depth interview were employed. The result suggests that new teachers shared similar emotional experiences in their early year of professional teaching, whereby the differences in intensity, frequency and impact of emotions of individual teachers. They experienced negative emotions much more often than positive emotions and the intensity of such negative emotions was also on a high side. The most common negative emotion which can further be categorized into three, namely, fear of authority, fear of pupils’ behavior, disappointment and teaching competence. Other common emotions experienced by these new teachers are anxiety,
Teacher in Action Research: Supporting Pupils’ Learning of Reporting Skills in Project Work

SO Wing Mui Winnie (The Hong Kong Institute of Education, Hong Kong)
LEE Pui Har Rebecca & CHAN Kwok Fai (Fung Kai Primary School A.M., Hong Kong)

This is an action research conducted by a primary school teacher to support pupils’ learning of reporting skills work. This action research began with an analysis of several pupils’ project reports. A lesson on developing pupils writing project report was designed. Pupils’ responses and work during the lesson and teacher’s reflection after were analyzed to examine the effectiveness of teacher’s support. A preliminary analysis of the pupils’ review reports showed that pupils were able to identify the irrelevant components in project reports and were capable suggestions to improve the project reports.

Action Researching on an Action Research Tutorial Series for Curriculum Leaders in Primary

LAM Bick Har (The Hong Kong Institute of Education, Hong Kong)

A method for enhancing the quality of teaching and learning is through encouraging academics to engage research projects into some aspect of their teaching which is of interest or problematic for them. Action research promoted as a means for committed teachers to bridge the gap between their theories and practices, and becoming a required skill of frontline teachers in schools in Hong Kong. However, groups of teachers being concept, are fresh to such idea and method, and their day to day practice has confined themselves to the more technical management of teaching in schools. This paper explores the use of a case illustration approach for action research on 33 in-service primary school teachers, the application of constructivist theories of learning, this approach will be addressed and the result will be discussed while significance of the findings will be highlighted of preparing curriculum leaders to promote change in schools.
Friday 10:45 – 12:45, Seminar Room 4

Paper Presentation

Understanding the Tension of Beginning Teachers’ Professional Lives: Stories of Active Theories of Context

Pik Lin CHOI & Sylvia Yee Fan TANG (The Hong Kong Institute of Education, Hong Kong)

The present study employs the life history method, which is a collaborative venture between the researcher informants, to tell the stories of the beginning teachers’ role management action within theories of context. In literature on teacher professionalization and professional socialization, we found that two first year teachers were in a tension of external performance-oriented appraisal and internal appraisal of self-worth. Another two beginning second year of teaching faced a tension of defining their professional self-identity when they were obliged to work against the grain in terms of making their pedagogical decisions. These beginners employed role management strategies from situational adjustment to strategic redefinition to cope with the tension. The strategies were found to have impact on their development as a teaching professional. When these role management strategies were applied, the beginnings’ biographical, the schools’ structural, and the wider socio-historical contexts, we have better understandings of the conditions which contribute to the beginning teachers’ employment of role management strategies conducive to desirable professional development.


Cycill HARTELL (University of Pretoria, South Africa)

Issues: HIV/AIDS affects large numbers of learners and educators in South Africa. Without a careful study of how learners and teachers who are serum-positive, for example, educational institutions are not only vulnerable to actions and discipline, they could undermine the human rights and dignity of such persons within South Africa. It is important therefore, not only to gain insight through inquiry into how teachers understand and act on law regarding HIV/AIDS in their daily routines and practices, but also to provide the kinds of information through case studies and questionnaires that could assist educational practitioners to act in accordance with their rights and obligation. Description: The purpose of this research is to investigate the legal and policy provisions and implications regarding HIV/AIDS for rural and urban teachers in Mpumalanga, South Africa. Case studies and questionnaires have been used to obtain data from schools. It is both a study of formal law and policy on HIV/AIDS and an inquiry into the understandings, responses, and practices of teachers to these formal provisions of government, the Constitution and other legal provisions. The study seeks to compare these formal provisions (law and policy) with everyday practices of teachers in schools. Findings reveal that there is a distance between policy and practice and that teachers need to develop strategies with respect to the legal challenges they might face without adequate knowledge and information on the legal provisions. Teachers were not trained and did not have policy documents specifically defining their role in the management of HIV/AIDS. Recommendations: This research recommends that the South African Education Department should ensure that policy documents are distributed to schools, and that workshops be implemented for teachers.
Implementing Contextual Teaching and Learning by Novice Teachers: A Community of Practice

John W. SCHELL & Dorothy HARNISH (University of Georgia, United States)

Novice teachers prepared to use contextual teaching and learning strategies often confront conflicting realities first teaching positions. Associated questions are: What contextual teaching and learning strategies are used participation in a community of practice enable or disable use of contextual teaching and learning? Our the participation in a community of practice will support use of contextual teaching and learning and ease the tran novice to professional teacher. Our aim for this paper is to describe how eight novice teachers used contextu and learning in their early teaching experiences. This research is based on theories of: (a) situated co legitimate peripheral participation, and (c) communities of practice. A case study method was employed by faculty. The findings of the study validated use of contextual teaching and learning practices; increased enga learners; increased student mastery; contextual teaching and learning implementation barriers and enablers; ex of increased learning within real world contexts; and increased connections between school and skills for livi Our conclusions are that contextual teaching and learning-prepared teachers (a) differ from traditional te increase their use of hands-on learning, real world applications, and community involvement, (c) substantially b participation in a community of practice, and (d) carry this learner-centered approach into their classrooms. The are significant because communities of practice may provide a support system that can ease the transition int teaching positions.

Understanding Curriculum Leadership in Hong Kong Primary Schools: An Analysis of Three

Yiu Chun LO (The Hong Kong Institute of Education, Hong Kong)

Current curriculum reform in Hong Kong has highlighted the importance of leadership at the school level. It is the allocation of special funding by the Government to develop a scheme for creating a curriculum leadersh entitled “Primary Senior Masters/ Mistresses – Curriculum Development (PSMCDs)” in primary schools. To b curriculum leaders in leading school-based curriculum reforms, the PSMCDs need to build up working relat their colleagues at different levels. Thus this study aims to explore, from a micro-political perspective, the stra PSMCDs in leading curriculum development in primary schools. The research questions are:

- What strategies have the PSMCDs used to build up their working relationship with colleagues so as to pe role of curriculum leaders?
- What support have the PSMCDs received in schools for performing their role of curriculum leaders?
- What problems and difficulties have they encountered in performing their role?

By interviewing three PSMCDs who have just completed their first year of service in schools, it is found that sp used authoritarian approach while the other two used interpersonal tactics to build up working relationship colleagues. Both strategies appeared to be effective in helping these PSMCDs to perform their role as curricul in their schools. The outcomes of this study are significant in helping school principals, curriculum leader teachers and other educators to have an in-depth understanding of the characteristics of PSMCDs in perfor change agent role in schools.
Friday 10:45 – 12:45, Seminar Room 5

Paper Presentation

The Development of Professional Learning Communities through Lesson Study: A Systemic and Cultural Perspective

Ming Fai PANG (The University of Hong Kong, Hong Kong)

This paper attempts to provide an in-depth understanding of the factors that enhance or impede the development of professional learning communities through lesson study from a systemic and cultural perspective. By comparative analysis of the schooling system and teacher education system of Japan, China and the United States, the study ‘demystifies’ the favourable conditions that are inherent in the Chinese and Japanese settings, while highlighting the hindrances that the United States have encountered. It is found that both China and Japan have developed mechanisms in the schooling system to bring teachers together to work collaboratively on developing and evaluating lessons, which is conceived to be a crucial factor for the successful formation of professional learning communities among teachers. In Japan, it is found that the teachers’ professional development system also contributes to success. Teachers have been ‘enculturated’ to this kind of collaborative practices since they need to take on school-based mentoring programmes before they are qualified to register as a teacher. Finally, the effectiveness of these arrangements has been further reinforced by the Chinese and Japanese culture which promotes teamwork.

Encouraging Reflection and Empowering Educators: Promoting Confidence, Risk Taking Articulation of Practice of Workers in Early Years Settings through Participation in a Collaborative Research Project

Holly ANDERSON, Penny COLTMAN, Charlotte PAGE & David WHITEBREAD (University of Cambridge, United Kingdom)

This paper explores the impact on the practice of Early Years educators with children aged 3-5 who have been engaged in a two year project developing independent learning in UK Foundation Stage settings. Partnership and a climate between participants, both school and HE based, was a central aim to enable all to have control of the project in ways in which it evolved, thus empowering them and encouraging risk taking. Drawing on action research, individuals the opportunity to reflect on and change chosen aspects of practice, the project also used reflective and critical friendships as ways to build trust and encourage self-confidence. Exposing one’s practice to peer scrutiny is risky but has benefits; those involved became more able to articulate and justify their practice. The paper will look at the effectiveness of the methods employed to encourage reflection and dialogue among participants and will include, with reference to questionnaires and transcripts of reflective dialogues, an analysis of the perceptions of those involved as they recognised the children’s capabilities and began to hand over control. This will help support collaborative learning between HE and child educators.
Teachers as Learners – Insider Accounts of Learning in an Australian Immersion Course for Teachers of English

Susan BRIDGES (Griffith University, Australia)

Meeting requirements for English Proficiency is a challenge for Hong Kong’s teachers of English. An Australian education and training program (INSET) for Chinese L1 teachers is in place to meet this challenge. The question is whether delivery of INSET in Australia leads to participant perceptions of the experience as gainful in terms of linguistic and cultural knowledge as well as in fulfilling linguistic goals. The researcher indicates a positive response from study reported here. The case was designed to test an ongoing evaluation by Hong Kong teachers-researcher-participant of the program and its consequences. One of the teachers provided the data reported in as part of the larger case. Existing knowledge was reviewed in a literature search spanning international imperatives for Hong Kong and Australia, the history and implementation of INSET, and the significance of an initial personal history. Multiple forms of reflective data were gathered throughout the immersion experience to gather into the target participant’s perceptions of learning. These data indicated the learner’s perception of strong positive impact on English proficiency, which might have been expected given the purpose of INSET. However, they also revealed much about pedagogy and culture, providing insights into intercultural negotiation and learning. It is important because of its insight into a means by which INSET providers might structure ongoing feedback assessment of their intentions. Its adaptation to other students, other INSET implementations and locations is further research and discussion.

Promoting Problem-Based Learning in Hong Kong: Problem and Solution

YIP Kwok Hung & LAM Ho Bun (Hong Kong Baptist University, Hong Kong)

As we can see from education department slogan – “Learning-to-Learn”, Hong Kong educational reform emphasized on developing students’ attitude towards learning. It wants to develop students’ learning attitude and thus Problem-based Learning (PBL) is being introduced to the primary and secondary education sector in Hong Kong. However, our research showed that carrying out PBL in Hong Kong is not an easy task. The majority of schools do not receive enough training on PBL. Some of teacher do not understand the philosophy behind the PBL and not know how to guide their students when running a PBL workshop. They like to give the answers to their students whenever they think their students do not able to give the correct answer. As a solution, teachers in Hong Kong change their mind from the role of content provider to the role of learning facilitator. Solid evidences have shown that PBL is effective in motivating and empowering students because the problems are authentic, real-life situations important, students set the learning agenda by themselves. Through studying the problems, students acquire knowledge across various subjects but also skills concerning problem solving. Teachers assume the role of metacognitive coach: instead of providing all the information to students, they assist in the problem-solving stages including problem definition, information gathering, analysis and synthesis, and formation of conclusions. This change in teachers’ role is in accordance with the current emphasis on life-long learning.
Friday 10:45 – 12:45, Seminar Room 6

Paper Presentation

Using Drama for Sex Education - The Reflection of the Teacher Educator and Secondary Teachers

Teresa POON (The Hong Kong Institute of Education, Hong Kong)

This study aims to describe the process of how drama can be used as a teaching approach for the effective sex education topics in secondary schools. The participants in this study comprises of five student-teachers of Education (Secondary) part-time degree programme at HKIEd. The study was contextualized in a B.Ed. Personal and Social Education: Sex Education.

The reflections of both the student-teachers and the teacher educator on how the teaching approach helps personal and social development of the students are reported.

Examining Beliefs of Bahrain University Teachers’ about Effective Professional Development

Nu’man AL-MUSAWI (University of Bahrain, Kingdom of Bahrain)

The main target of this study was to investigate the beliefs held by University teachers with regard to effective professional development.

For this purpose, a 40-item questionnaire was constructed by the author, and was distributed to a random Faculty members of the College of Education at the University of Bahrain.

The subsequent analysis of the questionnaire results will reveal the rooted beliefs of Faculty members about professional development, and thus will help to shed the light on the professional development programs held in the educational institutions of Arab countries, and on their real effectiveness.

Action Research on Assessment for Learning

David CARLESS (The Hong Kong Institute of Education, Hong Kong)

This paper uses two action research cases to explore the potential for the implementation of assessment for schools. Whilst there have been pockets of success in the UK (e.g. Black et al., 2003), what are the perceived assessment for learning in a Confucian-heritage culture, where the summative assessment paradigm has dominated?

In order to show both the potential and challenges for assessment for learning in the Hong Kong primary school, discuss two action research cases of ‘early adopters’ of an ongoing reform. The first case examines a Cyber 2 which sought to develop information technology skills, collaboration skills and problem-solving abilities with 11-12 year olds. The second case examines the implementation of peer assessment with the aim of sensitising year old pupils to the grammatical errors which they make in their written English.

The value of the paper lies in analysing assessment for learning in classroom practice within a specific context. From this analysis, I draw out an exploratory cluster of the facilitating and inhibiting factors impinging implementation of assessment for learning in schools, building on a model of professional growth developed by Hollingsworth (2002).
Friday 10:45 – 12:45, Seminar Room 7

Paper Presentation

Reading the World and the Word: Service-Learning in College Developmental Reading Class

Yuanzhong ZHANG (Miami-Dade College, United States)

This paper applies service-learning as a research-based tool in college developmental reading classroom. The questions that this paper seeks to explore are how service-learning 1) can be used to promote literacy development, critical thinking and civic responsibilities, 2) can extend learning and teaching beyond the classroom and community, and 3) can be used as a tool for assessment. As “a pedagogical approach in which students develop through active participation in thoughtfully organized service experiences that meet actual community needs” (Buchanan, Baldwin & Rudisill, 2002, p. 30), service-learning has been implemented extensively in college developmental reading classroom in the United States. The data of the study were primarily collected from literacy cases conducted and authored by college developmental learners in my classroom who had been engaged in service-learning. The findings of the study, based on the content and linguistic analysis of learners’ work, confirm the inherent connection between learning in school and learning out of school (Y. Goodman, 2003), and that learning does not only take place in the classroom, but also in the community (Moll, 1994; Health, 1983), and further proposes that community is better suited as a collaborative partner in the producing of literate beings, which creates a point of departure in the shift of the learning process by allowing greater freedom for learners to make meaning of learning. The limits, constraints of and challenges in implementing service-learning were also discussed from both a theoretical and practical point of view.

Result of an International Teacher Collaboration Project: Defining the Meaning of Scientific Inquiry

CHENG May Hung, May (The Hong Kong Institute of Education, Hong Kong)
Carol STOLE & Erma ANDERSON (The Council of Basic Education, United States)

Science educators have been placing much effort in attempting to define and illustrate how scientific inquiry ma student learning. Learning through scientific inquiry can be seen as an active process when the individual learner engages in the process of making sense of information, linking ideas, and developing understanding. Self-assessment is one of the ways to promote such an active process. When the self-assessment is effective, it becomes a topic of discussion with their teachers and among their peers, which further promotes reflection on one’s own thinking that is essential for sound learning. As teaching and assessment should be coherent, the assessment methods, among which is self-assessment, need to be planned and structured. This paper aims at reviewing literature in both fields of self-assessment and inquiry, as well as providing evidence of teacher practice in different countries to define how self-assessment for inquiry actually works. Four examples from an international project called “Schools Around the World” are illustrated. These examples were contributed by teachers in the U.S.A., France, Hong Kong, and Japan. The nature of inquiry is different in each example, they all adopt certain methods of self-assessment that other teachers refer to as they design scientific inquiry tasks for their students.
Collaboration is Key: Implementing and Adapting a Model for Curriculum Reform

Rachel RIVERS & Ariana EICHELBERGER (University of Hawaii, United States)

The University of Hawaii (UH) has developed a model of institutional change based on the reversal of the teacher-student roles. The Technology Intensive Courses (TI) model uses graduate students as “technology assist teacher education faculty with technology integration. The goal is to create teacher education faculty technology role models and technology-savvy new teachers. The model has proven so successful that over a University of Hawaii College of Education’s courses have been redesigned to be “Technology Intensive”. The TI Intensive Courses model was successfully expanded throughout the UH system through a cross-institutic Representatives from the 7 Community College campuses throughout the state were designated to co-create Technology Intensive courses at each of their very different, two-year, higher education institu project used a collaborative exchange approach to create positive and steady momentum among the TI coordi encouraged them to individually and jointly problem solve unique solutions to common technology integration Data collection was conducted at each campus and focused on qualitative measures including written narrative post surveys and samples of technology products and curriculum changes faculty developed after ment approach allowed for the detection of subtle changes in faculty development with regard to techni simultaneously providing an overall view of faculty growth across the 7 campuses. Examples of data col available online at http://www.hawaii.edu/etec/ti/community/lcc/index.html.

Promoting Active and Interactive Learning in Curriculum Re-Structuring: Constraints Teachers

Kam Wing CHAN (The Hong Kong Institute of Education, Hong Kong)

In the current curriculum reform of Hong Kong, the Curriculum Development Council (2002) recommends the make use of co-operative learning to cater for their students’ individual differences. A common feature of co-operative learning is that students help each other to learn in small groups towards a common goal (Cohen, 1994; Johnson, 1999). For such kind of co-operative learning, the success of members of a group is interdepend another (Kagan, 1994; Slavin, 1995).

The concept of co-operative learning is radically different from competitive learning in which a student’s success the failure of others. This paper aims to investigate the factors influencing teachers when they consider using co-operative learning in their classrooms. A questionnaire was administered to a sample of teachers (n = 179) from fth schools conveniently chosen. Descriptive statistical analysis as well as factor analysis was performed or collected.

The results suggested that the respondents agreed, to different extent, to all the twenty items of constraints as li questionnaire. Four categories of factors that influenced teachers’ decision to use co-operative learning were They represented the school and system levels, teachers’ conceptions of teaching, pupils’ ability and disc classroom level. The study concluded that, in view of the various constraints, it would be difficult for teachers to co-operative learning to meet the curriculum re-structuring. Based on the findings, some recommendations wer
Roundtable Discussion

Awakening Teacher Identity in the Context of Curriculum Innovation

Aifeng HUANG, Danjun YING & Zhiliang ZHENG (Zhejiang Normal University, China)

This paper is concerned with the issue of awakening and developing teacher identity in the context of innovation in China. As language teaching in China is often textbook-centered and test-oriented, many teachers have been covered or separated. Consequently, teachers struggle in their institutional practice and the quality of classroom (Allwright, 2003) is dropping. The research is based on RICH, a ten-year curriculum innovation in university. RICH has presented a different professional knowledge landscapes (Connelly and Clandinin, 1995) the teachers involved have become aware of the important role of identity in classroom teaching and learning, in professional learning as well as in curriculum development. This paper aims to explore: 1) what factors help become aware of their identities; 2) how teacher identity has been developed and shaped in the curriculum, and 3) how the development of teacher identity has influenced teaching and teachers' professional learning. Observation and interview will be used in this research. The paper concludes that in the curriculum development, teachers' identity is closely related to curriculum development and teachers' professional learning of their understandings of education, the learning process, and their students. The awakening of teacher identity provides a different way of thinking teachers' professional learning in the context of curriculum development.

References


Workshop
Learning Second Language Studying Drama

Peter NEU, Frank WANG, Joyce WEN, Ken XU, Bart MACHAJ, Joyce YEUNG and Carol ZHA
University, China)

An example from some college classes in South China will show how a modern drama unit can be used to language teachers by engaging them in language-learning while exploring questions of professional ethics, openness during the careful exchange of ideas. While reading the play together in class and then watching two of the film _Twelve Angry Men_, by Reginald Rose, it was planned that students would find that learning language being engaged by meaningful content can and should meet. It was intended that questions about civic response strategies for overcoming verbal obstacles to decision-making would surface. An underlying theme of the _12 A play is whether or not, and how, meaningful discourse can even be possible. The ICET presentation will evaluate not students -- future and present English teachers in Guangdong -- developed language skills while developing key skills and dispositions expected of teachers as concern for fairness and due process.

A final assessment consisted of drawing pictures of metaphors chosen to represent characters' traits, writing about these metaphors, comparing these to the character. We will examine some of these assignments. I also see some video footage of these displayed and being discussed by students and faculty, of students "sticky-note" comments, and of interviews of students, checking their understanding. A few of the Guangdong who will also attend this ICET workshop -- will comment and answer questions, helping attendees evaluate whether they made the language-content connection.