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SHOULD TEACHING COME BEFORE EDUCATION?

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The present system of teacher education for primary school teachers in Queensland has an interesting emphasis if the names of the degree programmes reflect an underlying policy or suggest a value stance. The system of teacher preparation suggests that one first concentrates on learning to "teach" and then follows a time when one can consider what it means to "educate". Education, then, is secondary to teaching. What does this structure tell us about our preservice degree programme? Is it a case of unfortunate nomenclature, or does it reflect a policy which considers the "skills" of teaching to be the ground for the development of an educator? A look at the etymology of the words may reveal some underlying assumptions.

The word **teach** comes from the Middle English word **techen**, meaning to show how to do (Skeat, 1965), or to show by way of information or instruction (Onions, 1966). The word **education**, however, comes from the Latin **educere**, meaning to bring out, or to develop from a latent condition (Onions, 1966). From an examination of the original meaning of the differing words we can gain an insight into the underlying assumptions of the differing names of the degree programmes. It seems that there is initial importance placed on the notion of teaching as a means of showing how to do something. The notion of education as a means whereby the individual is allowed to become one's own person comes as a secondary consideration. Additionally, in the context of teacher education it would seem that it is more important to show teachers how to carry out certain tasks than it is to develop in student teachers their tendency or orientation toward being with children. One would hope that such a tendency, orientation or desire would be the "latent condition" with which they come to the profession in the first place.

It seems there is a "fundamental contradiction between a perspective committed to technological progress and that committed to the improvement of personal and situational life" (Aoki, 1989, p. 6). So why the primary focus on "teaching" and its accompanying technical assumption?

Why does "teaching" come first?

The emphasis on outcomes and national goals

The teaching profession has been identified as a crucial domain needing specific restructuring in order to further the national goals of greater industrial efficiency and productivity (Lingard, Bartlett and Knight, 1990). Of major interest to the development of policy for teacher education is attention to outcomes in order that perceived benefits to society can be measured. There are two over-riding strategies for implementing the required reform, however each of these encompasses several avenues through which the government can make its presence felt.

One of the strategic avenues is the monitoring of what teachers and students do in the classroom. Associated with this goal is the development and implementation of national guidelines for the curriculum of school students, in particular the curriculum of science and maths which are perceived as being most relevant to achieving industrial efficiency. The concept of a national curriculum and its accompanying system of measurable outcomes is linked to the need for facilitating the measurement of teachers' work.

A second strategy emphasises better management of teaching by "improving" teaching and learning, consequently needing the improvement of teacher preparation (Seddon, 1990, p. 6). The possible outcome from this strategy is a national system of teacher education, or at least the development of national standards and national monitoring through national accreditation boards.

Alongside the above-mentioned intervention plans, the teacher unions have been arguing that in order to enhance teacher professionalism there must be improvement in the career structure of the profession. However, the suggestions of the unions has been largely based on the movement within the wider context of industry and award restructuring (Seddon, 1990, p. 1). Such award restructuring translates to competency-based standards and a narrow conception of the skills of a teacher.

At a time when there is talk of competency-based criteria for evaluating the effectiveness of teachers, and a national system of assessing and determining skills required for the market place, perhaps it is just as well that we prepare students to "teach" and leave the more elusive (more romantic?) notion of education for later consideration. Furthermore, it is easier to understand the concept of teaching by way of ready-made technologically-oriented metaphors.

The language of much of the current talk about education policies is metaphorical in that it borrows from the realm of management and business. "Education" has long been thwarted by the difficulty of finding its own metaphor. The tendency for education to borrow, and live by metaphors, has its foundation in history.

The problem of borrowed metaphors

Until the late nineteenth century, the "science" of education was a sub-discipline of philosophy. The foundations of the then prevailing philosophical thought were transferred to educational thought. The science of education, or pedagogy¹, struggling to liberate itself from philosophy, turned to first psychology and later, sociology. However, pedagogy consequently became dependent on each of these disciplines. Again, the "intrinsic problem domain of pedagogy itself [became] lost from view" (Bollnow, 1987, p. 126). As long as there is no clarity about what is essentially pedagogically significant, there is the tendency to gather material and metaphors from other domains.

Further, the problem of today's management metaphor is historical in that it seems to have residual elements of the Enlightenment era. The enlightenment attitude, and likewise today's management endeavour, would believe it possible to define everything in education in the same way as it is possible to define something a manual labourer is to make (Bollnow, 1987, p. 138). From such a perspective, pre-conscious, formative aspects of education are concealed. Likening education to other social endeavours is the function of metaphors, however metaphors hide, as well as show, aspects of the phenomena which they describe.

In recent times a plethora of metaphors has arisen around the language of teaching and education. The tendency for the domain of teaching and education to use metaphors lies in the difficulty that exists in definitively describing what is meant by education. Metaphors are more than

imprecise language, rather they "represent a fundamental way that human beings have evolved to express and organize their world, especially the world that lies beyond immediate perception" (Kliebard, 1982, p. 13).

Teachers have been likened to gardeners in the horticulture metaphor (planting the seed of knowledge), sports instructors (developing a game plan), and military personnel (questions as effective weapons) (Hyman, 1974, p. 27). The use of these sorts of metaphors may be relatively harmless in that the inference is quite obvious. However, other metaphors used commonly may not be so obvious in the way in which they influence our way of viewing teaching. The work metaphor or the manufacturing metaphor, has been one of the most pervasive of recent times. It has had the effect of fostering an approach to education which has fragmented knowledge, causing some loss of sight of the larger context of education. The current metaphor from management is no less pervasive and seems to be part of the natural progression from "work".

Although the use of metaphors has the propensity to describe *an aspect* of a particular phenomenon, the danger lies in the tendency for metaphors to blind people to what is excluded from the metaphorical description. And what has been hidden in the metaphorical management discussion of teaching and teacher education is that teacher education should concern itself with its unique and essential dimension, that of the preparedness of student teachers for the pedagogical relationship between student and teacher.

Getting back to education

Education is often referred to as a vocation and people who want to be educators are said to have a "sense of vocation". What is implied in this phrase and what does it mean to teacher education courses?

A **sense** is a bodily, organ-based, understanding-oriented sensation; **of** is a possessive; and **vocation** is a calling, or designation. Therefore, the phrase speaks to knowing what interests you in an embodied way; to want to do something not as a job, but as a way of living, or a way of being in the world.

This being "called upon" is grounded in pedagogic being and not simply on the basis of family relationships or conventional institutional agencies.
(Van Manen, 1982, p. 288)

So being an educator has as much to do with ontology as it has to do with techn(e)-ology. But how is it possible to measure the profundity that is present in pedagogy?

It is this very profundity that becomes the confounding factor when education is viewed in today's terms of management. Pedagogy should not be confused with what teachers **do** in terms of productivity, effectiveness or competencies. As pedagogues, we are interested in competence in terms of knowing what to do, but the doing is rather a way of acting in response to the call of the unique and present situation of the teacher and the student.

Although we know in what directions we can look for pedagogic competence, it is not possible to convert the understanding into discrete entities since the whole relationship of pedagogy functions dynamically. Pedagogic competence involves "thoughtful action: action full of thought and thought full of action" (Van Manen, 1982, p. 293), and it manifests itself in concrete situations with children. Yet, this does not mean that the notion of pedagogy is too elusive to be included in teacher education courses. Rather, some form of contemplating what it actually means to spend one's life as an educator should be the ground for the **techné** or training in certain important skills.

To address questions of pedagogic understanding and awareness, and to begin to develop a personal style, student teachers should be encouraged to reflect on the notions of what is at stake in being with a child. Teaching skills and technical training should come after initially reflecting upon the life-world of the child. How is it possible to develop pedagogical relationships with children if there is not the opportunity to take an in-depth look at the meaning of adult-child relationships? As Dewey said, (1966, pp. 320, 321), it is imperative that educators develop a strong orientation to children based upon the propensity to reflect continually on the basic significance of one's pedagogical stance with children.

Pedagogic growth is not an intellectual matter, nor simply an experiential matter. Rather, it is a matter of being ready, of being "pedagogically fit" (Van Manen, 1991). And pedagogic fitness encompasses cognitive, emotional, moral, empathic and physical preparedness. Pedagogic fitness facilitates, enhances and frames pedagogic acting and is very much an affair of the whole person - it is an embodied way of being. Pedagogic fitness is an essential element of

pedagogic competence and reflects our pedagogic responsibility to living with children. To plot out a formula, theory or model of pedagogic competence to be implemented would be an inane endeavour. Nevertheless, it is possible for student teachers to engage in a discovery process and to bring to awareness the fundamental pedagogic issues.

Recent teacher education policy direction statement such as that from the National Board of Employment, Education and Training have called for an improvement in the "quality" of teaching and teacher education. Are they confusing "quality" with "production"? Surely if it is quality with which we are concerned, then the notion of what it means to be an educator should be addressed by student teachers first? A "quality" teacher is one who is an educator in the embodied sense - one whose very way of being is oriented to being with children.

Competence as a teacher does not merely mean that one can effectively carry out mandated duties. Rather, pedagogic competence is

something that a pedagogue continuously must redeem, retrieve, regain, or recapture in the sense of recalling. Every situation in which I must act educationally with children requires that I must continuously and reflectively be sensitive to what authorizes me as pedagogic teacher or parent.
(Van Manen, 1982, p. 291)

Consequently, teacher preparation courses should perhaps look at the notion of education as being the ground from which students can begin to teach. "Education" in its original meaning as the process of drawing forth should inform what it means to "teach" in its original sense of showing how to do something.

ENDNOTE

1. Pedagogy is being used here in the sense with which it is used in continental educational and philosophical thought. The continental notion of pedagogy has been developed in recent times by Max van Manen (1982 and 1991).

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SEVEN CONTEMPORARY IDEOLOGICAL PERSPECTIVES ON TEACHER EDUCATION IN BRITAIN TODAY

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ABSTRACT

This paper examines and critiques seven contemporary ideological perspectives on teacher education in Britain, it examines the Radical Right, the 'Soft Centre', the 'Hard Centre', and the 'Left in the Centre'.

In doing so it refers to three interrelated levels of discourse: the popular Press, the academic Press and the work of ideologues, and the Party Political.

The paper critiques not only the Radical Right but also Centrist positions such as the erstwhile Left, the 'Left in the Centre', criticising their virtual evacuation of the cultural and ideological field of teacher education.

Three types of Radical Left discourse, all of which express strong commitment to social justice and to teacher education and schooling developing a moral-ethical level of reflection, are then isolated:

- 1. the critical utopian transformative intellectual possibilitarian project of Henry Giroux and associates such as Peter McLaren and Stanley Aronowitz;*
- 2. the pluralistic autonomistic critical project of the 'Madison School' such as Kenneth Zeichner and Tom Popkewitz;*
- 3. the deterministic reproductionist model represented, in the some respects, by John Smyth.*

The Giroux model calls for political action within as well as outside the classroom, the Zeichner model eschews political action within the classroom but calls for it outside, the reproductionist model is deterministically pessimistic about the possibility of school based or intellectual based political change.

The paper ends by arguing for an assertion and reassertion of a distinctively Radical Left discourse and programme, and action on teacher education in Britain and calls for the development of teachers as 'transformative intellectuals'.

INTRODUCTION

Teacher education in England and Wales is in the spotlight. It is under ferocious, sustained and nakedly ideological assault at three inter-related levels of discourse - the radical right middlebrow and quality media (in particular the *Daily Mail* and *Mail on Sunday*); radical right ideologists, think-tanks and academics; and the current (1991/92) Conservative education Ministerial team.

Throughout this paper, references are made to, and quotes taken from the above three types of source each of which features in a discourse of derision (Maguire, 1991).

These levels of discourse, aimed at different audiences, might be expected to use very different vocabularies, sentence structures and sentence lengths. While there are differences, in general they don't. All these three levels punch home and deride 'trendies' in education. All use populist, punchy, and social panic terminology metaphors and 'enemy within', 'scapegoatism' typical of the Reagan-Bush and Thatcher-Major project for reconstituting schooling, higher education, teacher education, adult and further education - the ideological states apparatus of the education system - into the service of late capitalist economy. The misinformation systems of the Conservative government, illuminated in such varied sources as 'Spycatcher', the Ken Loach film 'Secret Agenda' and the 1991 Alan Bleasdale television series 'GBH', show, through fact and through fiction, the handservant role of the right-wing press and the interactive relationship between that press and the Conservative leadership, over, for example teacher education as a whole, or to take one cause celebre of 1991, the events surrounding Culloden Primary School.

The 1991 attacks on Culloden Primary School, at first hailed widely after its BBC TV series as a model of non-sloppy progressive, child-centred, anti-racist, anti-sexist education (even welcomed initially by the right-wing *Daily Telegraph* and *The Times*), have been like an ideological blitzkrieg.