

**E-9 meeting on Teacher Development
for Inclusive Relevant Quality Education
New Delhi, India, 31 May 2012**

Session 4

**Teacher education and training and the question of
inclusive relevant quality education**

**Padma Sarangapani,
Professor,
Tata Institute of Social Sciences**

What is the E9 context to which Teacher Education needs to respond

- Demographic: Large young population, diversity, many languages, spread, range of aspirations for education, range of school contexts, poverty, many first generation school goers,
- Nation building, social transformation issues, and difficulties of establishing consensus, unstable political situations, citizenship formation along with cultural uniquenesses
- Post colonial societies, with less investment in institutional development
- Experiencing globalisation and donor driven agendas.

In the Indian context

- Additionally struggle against mindsets that do not believe in the value of teacher education;
- PSTE had fallen off agenda and replaced by INSET. However, PSTE is CORE for quality teachers.
- Even INSET programmatic and not institutional
- Cost cutting in education leading to models where untrained teachers implement 'teacher proof curricula'
- ICT is talked about as if it can produce education, not as a supplement to good teachers.

Have pre-service and continuing professional development programmes been successful in ensuring the delivery of inclusive relevant quality education?

- Focus on PSTE
- Access
- Who comes to be a teacher
- Curricular content

Aid and assistance policies that distracted from the PSTE agenda and moved towards INSET.

HOWEVER, PSTE is crucial in professional identity formation and in the creation of a professional knowledge base.

Access to programmes is mostly not a concern in the Indian context, but there are large regional disparities and unevenness.

Institutional development of high quality that can establish standards has been inadequate.

Private domain means expensive education

Programmes not available in all the languages/media of instruction

Institutional design

- Faculty
- Resources
- Relationship with schools

Who comes to be a teacher

Profile of those coming into the profession has changed—from being upper caste-male, is now spreading. But still demographic analysis of who comes to be a teacher, suggests that it is still not inclusive of all social groups.

‘BITEs’ is positive, but institutions with higher concentrations of socially marginalised groups is not the solution. We need to have higher representation of these groups in ALL institutions, and to make this cultural diversity of the student-teacher population as a curriculum resource for teacher education.

Quality of entrants to TE programmes: Studies bring out the good quality of students. However, programmes do not live up to their expectations. Quality of curriculum, commonsense masquerading as knowledge, mechanical notions of how TE produces teaching. ‘application model’ → ‘reflection model’

Curriculum and pedagogic renewal

- Urgent need of renewal—current form is not worth expanding.
- Understanding of childhood diversity: 'educability'
- Understanding of literacy and approaches to language education is central
- Attention to content knowledge, epistemology, and deriving pedagogic practice from this.
- *Moving away from focus on academic subjects alone to include art, craft and vocational education.*

- Opportunity to internalise an imagination of education different from the one which they underwent.
- experiences of exclusion
- Routinised education based on rote learning
- 'silent obedience' to questioning and talk in classroom
- Isolated individualised, exam based learning to collaboration and talk.
- Learning for exams → learning for curiosity and relevance to life, thinking and person formation.

Indian work in this domain:

- 12th plan has brought back focus on TE
- New guidelines for institutional focus and involvement of the States—institutional imagination.
- NCFTE-2009
- Bachelor of Elementary Education
- More studies and writing on TE—research, experiments, innovations

What are the challenges and opportunities for integrating excluded groups in the teaching force?

Myths:

1. 'Should be from the same community'
2. 'Lower level of education is okay'
3. 'Better to have women teachers'

Integrate excluded groups:

Not to 'go back and teach their communities'
but to bring diversity into the experience of education of all children.

Teacher Educators

- Needs attention, with high quality programmes introduced.
- Blended learning for continuous professional development and higher education opportunities for practicing teachers.
- Teacher Educators for all levels of school
- Bring special education, vocational education into the TE community

Discussions and recommendations to inform development of action plan

- Stay with the institutional development mode NOT programmatic.
- Involve Universities and IHEs in TE across levels
- *Provisioning for practising school teachers to get study leave, gain qualifications and move into teacher educator positions.*

thanks

- Opportunity for south-south dialogue and inclusion of academics
- Expand the dialogue to include Education academics as we are equally at the centre of setting and responding to education, especially as we enter into the quality phase of Universalisation.
- Ideas such as PPP fail to recognise Universities and HEIs as central stake holders already implicated into the system.
- Especially so in the domain of Teacher Education which should increasingly shift close to the University