

# Reimagining Teacher Education

**Ignition Along Three Vectors:  
Within, Amid, and Across**

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# Why “re-imagine?” and not just “imagine?”

- The power of “re-”
  - Telling-Retelling: Revisit the familiar
- Counting-Recounting
  - From numbers to narrative and meaning
- Search-Research!
- Re-imagine: Seeing from different vantages

# A walk with Prof. Min Weifang



# Lake Weiming

## A Lake with No Name

- A walk around the lake
  - From any vantage point, one sees far but cannot see the entire lake
  - Only from multiple perspectives can one “imagine” (create an image) of the entire lake
    - How can one see?
      - Keep moving; the joy of re-positioning
      - Work with others who see from other angles; the joy of collaboration

# Seeing Teacher Professional Education from three vantage points

- Teacher Education from the inside
  - Teachers' thought and knowledge, PCK, High-leverage practices, reflective practice, social justice
- From the Community of Professions
  - Signature pedagogies; rounds and rotations; legitimacy of “training”; thinking, performing, acting “like a...”; simulations and technology
- Teaching within and for the professional community
  - Teaching clients *as* professional practice;
  - Teaching *of* learners to profess their professions

# From the inside

- Teacher Knowledge: The evolution of Pedagogical Content Knowledge (PCK)
- Content Knowledge *for* Teaching
- PC<sup>n</sup>K: Context, Culture, Community
- High Leverage Practices
- Performance assessments
- Culturally Responsive Teaching
  - Social, Community and Personal Justice
- Enlightened by Relevant Research Looking Within

# Inspired by our neighbors

- Nothing wrong with “training” critical skills!
  - Examples from surgery, engineering, clergy
- Signature pedagogies: unique and general
  - Habits of mind, hand and heart
  - Rounds and rotations
  - Authentic settings, Activity, visibility, collaborative interdependence, accountability, at stake-ness
  - Enactive, Embodiment, Daily-ness:
- Simulations and technologies
- Performance and situated assessments
- Enlightened by Comparative Re-search Across

# Teaching Among the Professions

- An image of the professions in human society
  - Expertise in the service of responsible stewardship
- Cohen: Professions of Human Improvement
- The community of professions shares responsibility to serve society in an interdependent and collaborative manner
- All professions both serve and teach
- Teaching teaches the professions to teach
- Enlightened by Re-Search Conducted Together



# Aristotle: Who is a “master”: Defining a “professional”

- *“We regard master-craftsmen as superior not merely because they have a grasp of theory and know the reasons for acting as they do. Broadly speaking, what distinguishes the man who knows from the ignorant man is an ability to teach, and this is why we hold that art and not experience has the character of genuine knowledge (episteme) — namely, that artists can teach and others (i.e., those who have not acquired an art by study but have merely picked up some skill empirically) cannot.”*
- To “profess” is to teach
- A professional does not only serve; she educates

# BUT...most professionals have never learned to teach

- Lawyers explain matters (contracts, wills, rights and obligations) badly to their clients
- Physicians fail to teach their patients why they are ill, the reasons for their treatments, the therapeutic regimen to follow
- Engineers do not explain their designs clearly
- Clergy can give terrible sermons and teach badly
- Some professions teach more skillfully, e.g., nursing, physical therapy, social work

# Teaching among the professions

- Our singular contribution: Pedagogies of....
- Within the community of professions, we are those who teach our fellow professionals to teach—one another and their clients
- We must teach our fellow professionals to teach:
  - To improve ourselves as teachers
  - To support and improve the work of professionals
  - To serve society more fully

# Please forgive me.... **PPK**

- A new acronym:
- **PPK**: Pedagogical Professional Knowledge
  - Developing, Understanding, and Sharing the Pedagogies needed by professionals to serve their clients responsibly
  - Never introduce a new acronym without subtracting three old ones

# Return to another body of water



# Wisdom of Ecclesiastes

- “All the rivers run to the sea, but the sea is never full”
- But is the purpose of the running rivers to fill the sea, or to enrich and restore life along its shores as it continues to flow?
- It is not your job to complete the task, nor are you free to desist from it. But it is your responsibility to prepare the next generation that they may continue (Rabbi Tarfon)

# Imagination directed three ways

- New Professional Pedagogies: Seeking Signature Pedagogies for Teacher Education
- More powerful Approaches to Assessment: Within professional preparation; Initial Licensure; Advanced Certification; Advancement of Research and Evidence
- National Policies toward Professionalism
- Guided and Informed by Research of all kinds

# Re-search toward Re-form: Necessary Habits

- Honesty
- Humility
- Humour
- Hope



# Four Principles

- Truth, Honesty
- Usefulness, Pragmatics, Patience
- Beauty, Joy, Delight, Enjoyment
- Justice, Equity, Fairness

We will never achieve absolute truth, ultimate utility, unsurpassed beauty and full justice....

But we are never free to cease our quest

And our quest must rest on the courageous study of our own efforts and their consequences