

The Role of Reflection in Addressing the Social Responsibility Mandate of Teacher Education

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Thesis of the presentation:

Teacher education – as a form of public education – has to contribute to the “personal” development of teacher candidates to address its social responsibility mandate. Some forms of reflective practice can and should play an important role in addressing this objective.

Argumentation

1. “Personal qualities” play a central role in being a “good” teacher and a “good” citizen.
2. All education has a social responsibility mandate and developing “personal qualities” is a central way in which formal education can and should address its social responsibility mandate.
3. To address its social responsibility mandate, teacher education has to contribute to the development of “personal qualities” of teacher candidates.
4. Forms of reflective practice can and should help in the development of “personal qualities”.

1. “Good” Teachers and “Good” Citizens

- bullying



Marjorie Raymond, 15, of Gaspé,

1. “Good” Teachers and “Good” Citizens

“The primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring.”

(Noddings, 1984, p. 172)

“When a teacher asks a question in class and a student responds, she receives not just the response’ but the student. . . . She is not seeking the answer but the involvement of the cared-for [the student]. . . . The student is infinitely more important than the subject matter.”

(Noddings, 1984, p. 176)

1. “Good” Teachers and “Good” Citizens

- personal and professional tensions

students' needs – professional interests –
personal interests

1. “Good” Teachers and “Good” Citizens

- not mastery of subject matter but mastery of one’s person

Temple of Apollo (Delphi): “know yourself”

Environmental education: self-awareness
(E. F. Schumacher, *Small is Beautiful*)

Emotional and Social Intelligence (D. Goleman)

1. “Good” Teachers and “Good” Citizens

the “personal”	the “non-personal”
<ul style="list-style-type: none">● morality / ethics● identity● attitudes● social competence● emotional competence● self-knowledge	<ul style="list-style-type: none">● knowledge● skills● “teaching / working competence”

2. The Social Responsibility Mandate

All education – and particularly education financed by the general public – has a social responsibility mandate: to help people become “better” citizens for the sake of a “better” world.

2. The Social Responsibility Mandate

“The truth is that many things on which our future health and prosperity depend are in dire jeopardy: climate stability, the resilience and productivity of natural systems, the beauty of the natural world, and biological diversity. It is worth noting that this is not the work of ignorant people. Rather, it is largely the results of work by people with BAs, [BSc’s], LLBs, MBAs, and PhDs.”

(Orr, 1994, p. 7)

3. The Social Responsibility Mandate (Teacher Education)

- Teaching as an inherently moral activity

“What makes teaching a moral endeavor is that it is, quite centrally, human action undertaken in regard to other human beings. . . . The morality of the teacher may have a considerable impact on the morality of the student. The teacher is a model for the students, such that the particular and concrete meaning of such traits as honesty, fair play, consideration of others, tolerance, and sharing are ‘picked up,’ as it were, by observing, imitating, and discussing what teachers do in classrooms.” (Fenstermacher, 1990, p. 133)

3. The Social Responsibility Mandate (Teacher Education)

- The socio-political aspect of teaching
 - social conditions of schooling
(Liston & Zeichner, 1991)
 - teacher education for social justice
(Cochran-Smith, 2010)

3. The Social Responsibility Mandate (Teacher Education)

- Cultural orientation to teaching (Québec)
 - teaching from a cultural perspective
 - developing the “cultured individual”
 - the role of the “cultured teacher”

3. The Social Responsibility Mandate (Teacher Education)

- Cultural orientation to teaching
(Québec)

“Cultured teachers are aware of their origins and progress, and of the influences that have shaped their identity and cultural practices. They assume their own culture and recognize both its potential and its limitations.”

(Gouvernement du Québec, 2001, p. 62)

4. The Role of Reflection

(1) “Reflecting” is always reflecting *about something*

(What should teacher candidates reflect upon?)

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(What should teacher candidates reflect upon?)

“In what follows, we argue that not all thinking about teaching constitutes reflective teaching. If a teacher never questions the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then it is our belief that this individual is not engaged in reflective teaching. This view is based on a distinction between teaching that is reflective and teaching that is technically focused.”

(Zeichner & Liston, 1996, p. 1)

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4. The Role of Reflection

(2) “Reflecting” requires awareness, attention, and noticing

(What should teacher candidates be aware of, attend to, notice?)

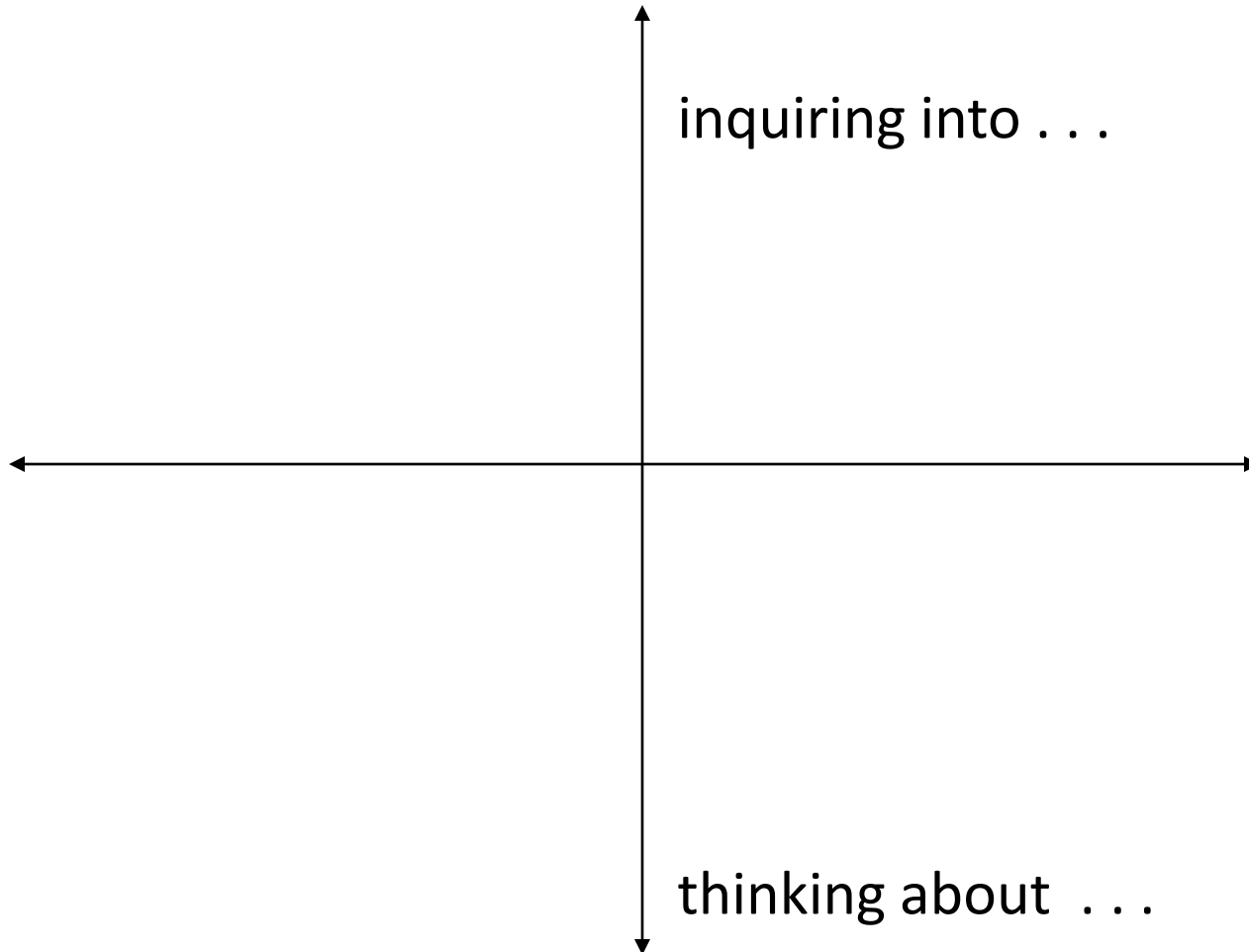
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4. The Role of Reflection

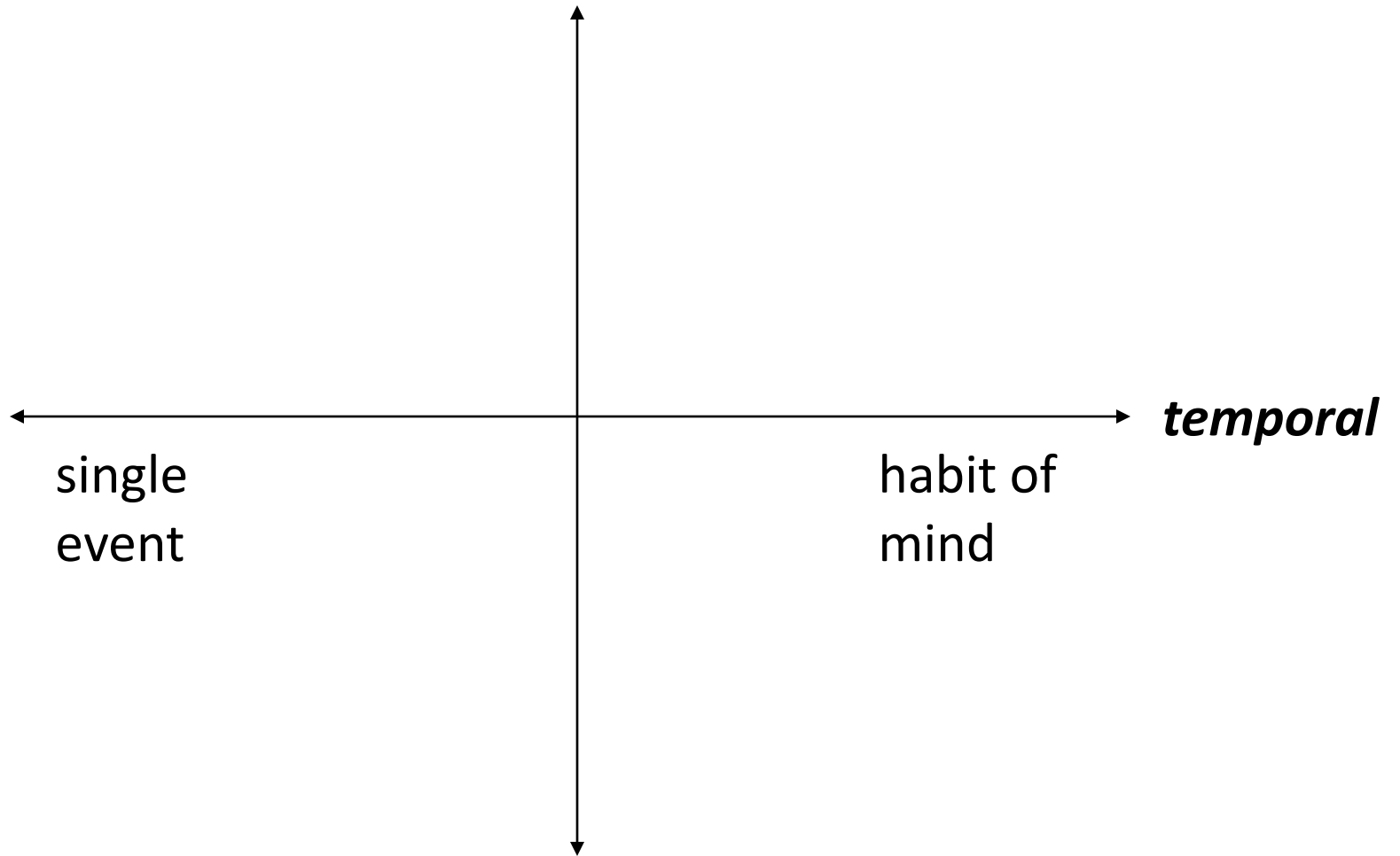
- (3) There are different types of “reflective acts”
(What types of reflective acts should teacher candidates engage in / develop?)

4. The Role of Reflection

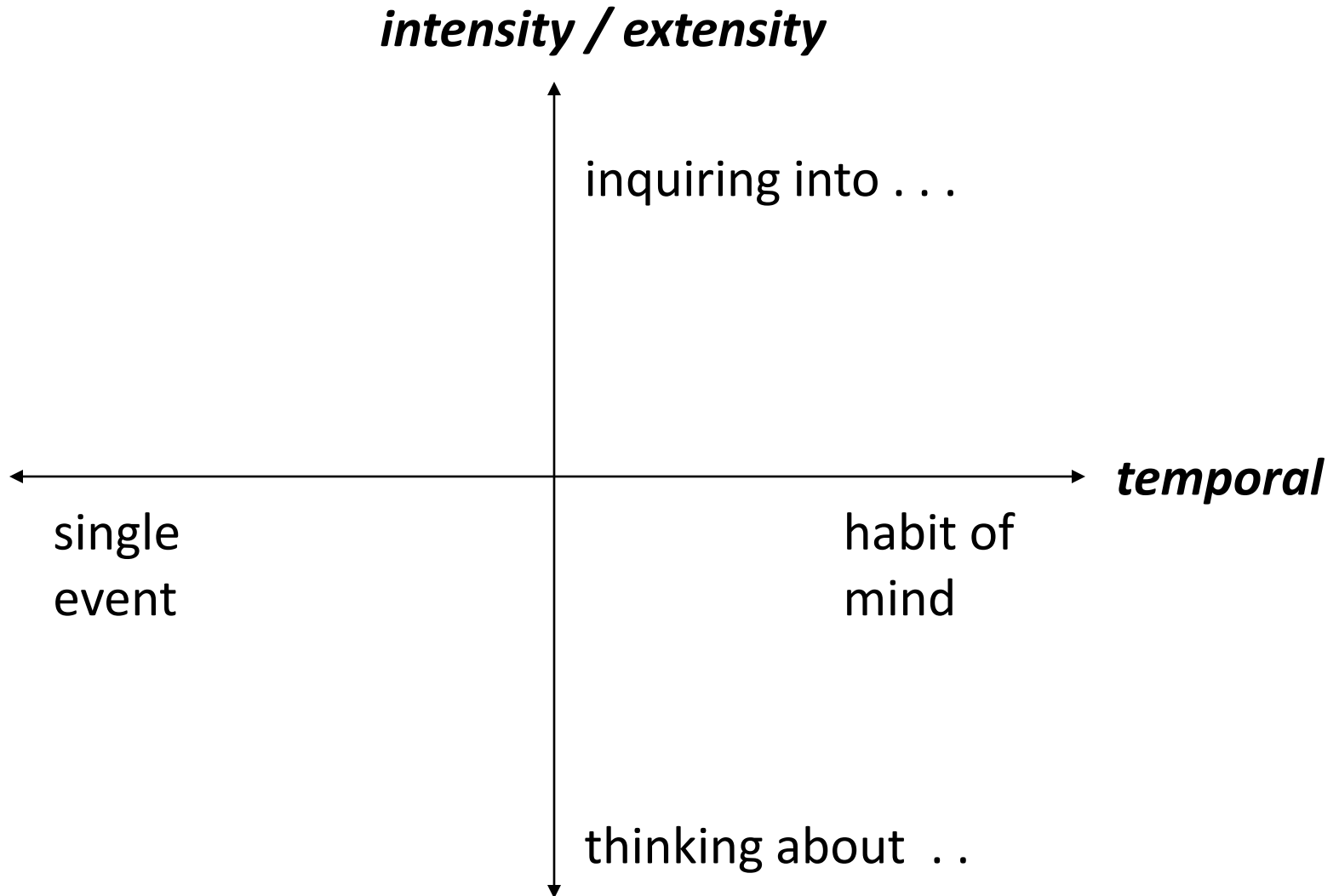
intensity / extensity



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