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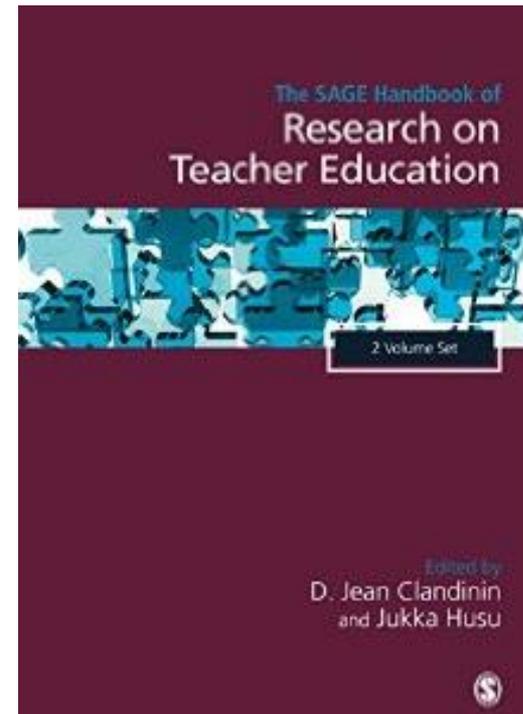
Teacher Preparation Programmes: A Systems View

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Overview of Presentation

- Purpose of the Study
- Frames of Reference
- Theoretical Frame
- Findings
- Conclusions



Purpose of the Study

Teacher preparation has evolved in response to changing educational landscapes.

But has it evolved as one system with unifying principles and concepts at the heart of it, or as a group of systems that have grown in a more ad hoc manner?

Country Comparison

	Ireland	Finland	Singapore
Population (2016)	4.773 million	5.495 million	5.607 million
Primary Schools	3115		185
Secondary Schools	711	3010	154
School attendance	6 to 16	7 to 16	6 to 15
Public Expenditure on Education GDP	5.6%	6.5%	6.1%

Frame of Reference

Teacher preparation structures and processes for staff of early childhood education (ECE), primary, secondary, university and further education in Ireland, Singapore and Finland.

- admission criteria,
- location of the teacher preparation programmes,
- staffing of such programmes,
- role of the state and other bodies in the certification and registration of staff in educational institutions.

Country	Ireland	Finland	Singapore
Where does teacher preparation take place?	Higher education institutions (public and private)	Higher education institutions (public)	National Institute of Education in Nanyang Technological University (Public)
Applicants	Top 15% of academic achievers (school leavers) apply for Primary teaching – no comparable figure available for other sectors	Only 20% of those who participated in entrance examination to teacher education programs were admitted	Top 30% of degree graduates for the Postgraduate Diploma. Those entering the undergraduate degree are selected from high performing A-level students
Admission Process	Academic results – occasionally interviews	Academic results. Entrance examination including interviews, a written examination and participation in a clinical activity	Academic results. Interview and proficiency test

Country	Ireland	Finland	Singapore
Level of Award	Bachelor's Degree / Postgraduate Diploma / Master's Degree	Bachelor's Degree / Postgraduate Licentiate Degree / Master's Degree	Bachelor's Degree / Postgraduate Diploma / Master's Degree
How is it funded?	No undergraduate fees postgraduate fees paid by individual	No fees. Student financial aid consisting of a study grant, a housing supplement and a government- guaranteed student loan	No fees. Students are regarded as employees of the Ministry of Education and are paid a salary while they qualify
Professional recognition body	Teaching Council (for primary, secondary and further education teachers)	Higher Education Evaluation Council and Ministry of Education	Ministry of Education

Theoretical Frame

- Banathy's (1992) three lenses:
 - the systems/environment lens
 - Situational context
 - the functions/structure lens
 - Snapshot in time
 - the process lens
 - Behaviour through time

Findings

The Systems Environment Lens

- Expectations
- Requirement for accreditation

Findings

Functions

- subject matter knowledge for teaching;
- an understanding of learners, learning, and issues of diversity;
- a beginning repertoire;
- tools and dispositions to study teaching.

(Feiman-Nemser, 2001, p. 1050)

Structures

- teacher preparation programme design;
- the feedback and assessment systems;
- the provision of experienced teachers to teach them;
- access to professional placement opportunities

Findings

The Process Lens

- Entry criteria / numbers
- Funding models

Conclusions

- The Continuum of Teacher Education
- The Significance of Academic Freedom
- Who is the system built for?

Systems designers envision the entity to be designed as a whole, as one that is designed from the synthesis of the interaction of its parts.

Banathy & Jenlink, 2003, p. 47



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Thank You

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**The presentation is based on the
following book chapter**

**'Dolan, R., 2017. Teacher Education Programmes: A
Systems View' In: Clandinin, D.J. and Husu, J (eds).*The
SAGE Handbook of Research on Teacher Education*.
London: SAGE.**

