

Teacher Policy in Nordic vs. East Asian Nations

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Overview

Declining Nations?

Comparison and Competition

What is a Nation a Case of?

- Path Dependency
- Global Governance
- GERM/Neo-Liberalism
- World Culture and Sense-Making

Divergence and Convergence

- Testing Programs and Reforms
- OECD Reports
- Major Teacher-Related Reforms
- Multiple Reforms?

Implications for Theory



Decline of the Nation State?

- “There is a crippling sense that national politics have dwindled to more or less intelligent management of a process of forced adaptation to the pressure to shore up purely local positional advantage.” J. Habermas
 - institutional isomorphism
 - increasing power of transnational organizational actors
 - rise of transnational governance structures



Comparison and Competition

- Transnational testing (e.g. PISA/TIMSS) create both a demand for and obligation to respond to transnational comparison by national policy makers.
- It also creates the conditions for elaboration and differentiation on the part of national elites and policy makers
- Are policy makers merely “shoring up local position?”



What is a Nation a Case of?

- What is a case?
 - Methodological Nationalism
 - False Equivalency
- What level of theory do we apply?
 - Formal discipline-based (NI/WC)
 - Pan-disciplinary (Post-modern/post-structural)
 - Informal/explanatory (GERM)



Path Dependency

(Teaching Cultures: Knowledge for Teaching First Grade in France and the United States; Pre-School in Three Cultures)

- Is a nation a case of a society shaped by idiosyncratic historical events and actors, where schools create a national sense of identity?
 - What is the historical relation of teachers to the state (e.g. role in mass schooling?)
 - What policy consultation or advisory mechanisms have been provided to teachers?
 - How active (and effective) have teacher unions or organizations been in political mobilization?
 - Are teachers representative of (or in political unison with) the range and diversity of the national population?



Global Governance

(Internationalization of Educational Policy, Europeanizing Education, PISA Power and Policy, A Class Act)

- Is a nation a case of policy makers imposing global policies or using technologies and practices to achieve certain policies?
 - Do policy makers alter national standards for teacher selection, education and certification to come into line with global reforms?
 - Do elite non-policy makers (e.g. business elites) exhibit capacity to change the way teacher selection, education and certification are defined?



GERM/Neo-Liberalism

(Global Education, Inc., Finnish Lessons)

- Is a nation a case of how multiple within-nation actors engage in conflict over adoption of specific globally diffusing ideologies?
 - Are proposed teacher reforms linked to global rhetoric about efficiency, accountability, and economic competition?
 - To what extent do teachers, or teacher organizations, embrace or resist these ideologies?



World Culture & Sense-Making

(National Differences, Global Similarities; Teacher Reforms Around the World)

- Is a nation a case of national institutions (e.g. the school) being shaped by a world culture?
 - Have policies about teachers become more isomorphic around the world overtime?
 - Do national standards for teacher selection, education and certification come to use the same sets of criteria to measure success or failure?
 - What are the rationalities that policy makes use to justify policy enactment?

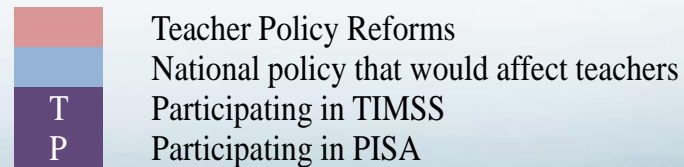
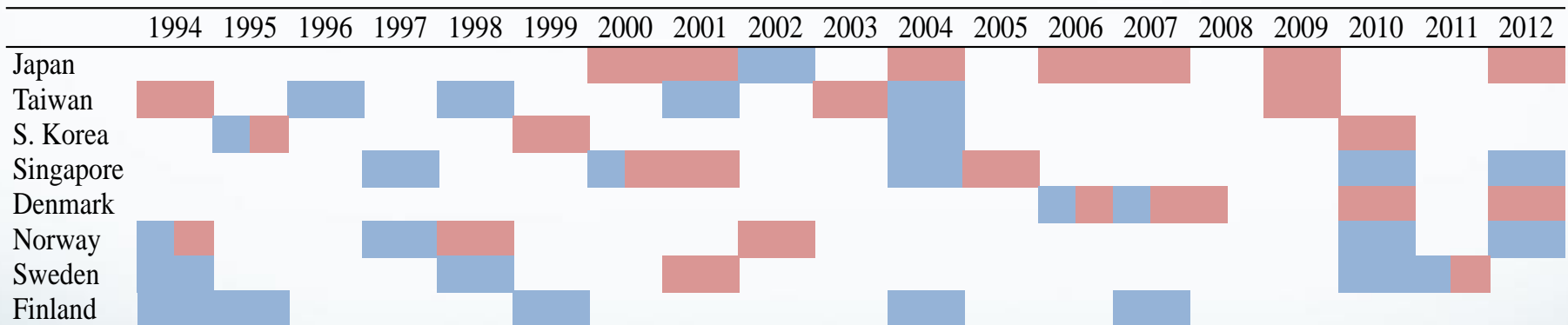
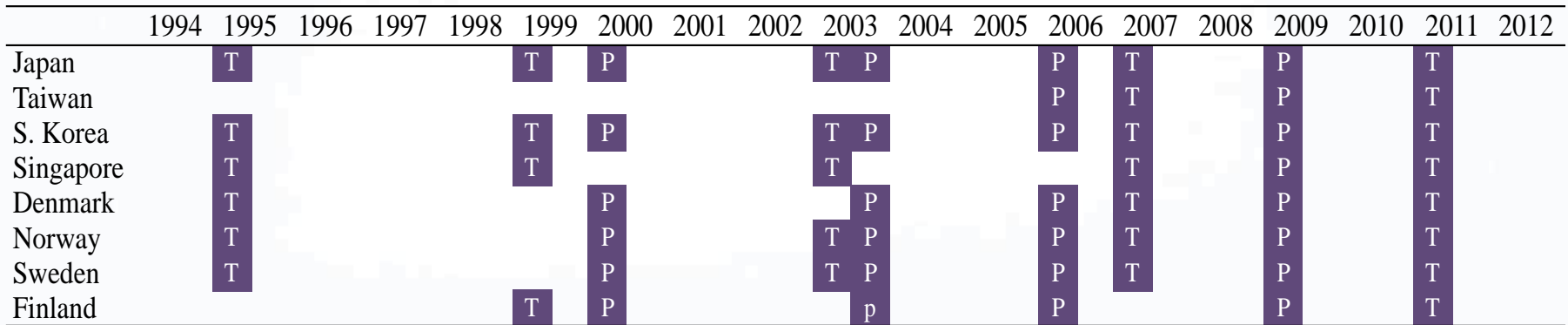


Divergence and Convergence

- Convergence around core practices and curriculum
- Divergence around specific national agendas and reform efforts
- Divergence in participation in global policy coordination



Testing Regimes & Reform



Summary of Major Reforms

Nation	Reform		
	National Curriculum	Teacher Education	Teacher Certification/Licensure
South Korea	1997	2001	2010
Japan	2002	X	2007
Taiwan	2001	1994	X
Singapore	2005?	2001	X?
Norway	1994	1998, 2002	X?
Denmark	X	2006	X?
Sweden	1994, 1998, 2011	1988, 2001, 2011	2011
Finland	1994	1979	1979



Multiple Reforms?

Japan	2001, 2006 Teacher Evaluation, 2007 Certification, 2009 Increased Professional Development Requirements, and 2012 Mandatory 6-year Teaching education (proposed)
Taiwan	1994, 2003 Teacher Prep and Certification, and 2009 Evaluation Program implemented
South Korea	1995 Teacher certification and evaluation system, 1999 Teacher professionalization, and 2010 Teacher Evaluation system
Singapore	2000 Teacher Evaluation Program, 2003, Teacher Preparation Programs, 2000 Monitoring for teachers, 2001 Teacher education programs, and 2005 Teacher autonomy
Denmark	2007, 2008, 2013 Teacher Preparation Programs, and 2012 Teacher Evaluations
Norway	1994, 2002 Teacher Preparation Programs
Sweden	1990's Teacher Employment Changes, 2001, 2011 Prep Programs Changed, and 2009 Certification Change
Finland	1975 Teacher Reform



OECD Reviews

Country	# of Reviews	Teacher Focused Reviews	Themes
Japan	5	License Renewal 2009 New Teacher Training 2015	renew teaching licences every 10 years, strengthen problem-solving and collaborative work among teachers
Taiwan	0		
S. Korea	9	Master Teacher Initiative 2008 National PD and Evaluation 2010 ICT in Education 2014	Screen and designate master teachers, additional research activity, promotion to vice-principal, improve effectiveness and specialization, enhance teachers' ICT capacity
Singapore	0		
Denmark	8	Teacher Recruitment Campaign 2010 Reform of Teacher Education 2012 Bachelor of Education 2013	Deregulation, internationalisation, competency objectives, university autonomy,
Norway	8	Primary vs. Secondary Teacher Ed. 2009 ICT in Education 2010	Differentiated program for lower versus upper secondary, increase teacher ICT capacity, reduce administrative burden on teachers
Sweden	10	Boost for Teachers 2007 New Teacher Education 2011 Career Development Reform 2013 Teacher Registration 2013 Specialized Training Schools 2014 In-Service Training 2014 Salary Boost 2016	Continuing PD, registering teacher without formal qualifications, the opportunity to acquire qualifications to become special needs teachers, four main degrees, new career categories for teachers (senior master and lead teacher), specialised training schools, lack of continuous training of its teaching workforce as a major challenge, teachers' wage progression.
Finland	5	Advisory Board for Education PD 2008 OSAAVA PD Program 2010	Improve PD, changing needs of teachers, PD for skills/"locally changing needs"



Implications for Theory

Crowded vs. Empty Policy Spaces

Global Governance

Reterritorialization

Resistance

Revise and Innovate

Nations as Sites of Cultural Production

-Nations are “sites” for reform, which can also be seen as sites of cultural production



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Questions/Comments



Thank You!



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