

Article

Institutional Setting and Its Influence on the Teaching of Mathematics: Implications to Implementing Reform Vision in Mathematics Education in Ethiopian Schools

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Abstract: Existing initiatives in mathematics education demand establishing a continuous professional development program for teachers in Ethiopian schools. However, implementing such programs first requires an understanding of the school and district environment in which the participating teachers work, as mathematics instruction is in part a function of the environment. In many cases, school and district settings are dynamic, and it is difficult to incorporate unplanned and intervening factors into the change process. This case study attempts to investigate the influences of the school and district settings in promoting reform visions in mathematics education. This study applies the theory of communities of practice as a framework and qualitative coding of data to understand the dynamic school setting and its implications for the teaching practices of mathematics teachers. The findings reveal that the school setting does not adequately promote reform visions, but rather it maintains the practice that is supposed to be changed. The current situation includes an accountability system loosely connected to reform visions, the absence of reform-oriented school leaders and expertise to guide the teachers, and a lack of instructional materials that the teachers can refer to regarding the new reforms. This paper suggests a possible configuration of the school situation to promote an environment that fosters the teaching of mathematics toward reform objectives.

Keywords: professional learning communities; communities of practice; teacher development; mathematics education



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1. Introduction

Like many developing countries, the Ethiopian Ministry of Education (MOE) has been introducing different reforms to improve the low quality of education in the country [1,2]. The reforms set ambitious standards and goals for students' learning [3]. Concerning mathematics education, these reforms entail shifts of focus from mathematical procedures to mathematical reasoning and understanding. These shifts demand that mathematics teachers change their teaching paradigm from a teacher-centered approach to an activity-based and student-centered approach. The Curriculum Framework for Ethiopian Education: KG—Grade 12 [3] clearly articulates that teachers should use a variety of teaching and learning methodologies so that students are given opportunities to question, verify and practice what they learn. Globally, such kinds of changes are complex and demanding for teachers. They require sustained professional support for teachers [4,5]. The case in Ethiopia could even be worse because of several factors that include the teacher-dominated schooling experience of the teachers, poor pre-service teacher education and the absence of sustained professional development opportunities at the school level [6,7].

The pre-service teacher education programs in Ethiopia are characterized by content mismatch with the school curriculum [7,8]; the lack of emphasis on pedagogical content knowledge (PCK) and the separate treatment of content and pedagogy [9,10]; the lack of

Teaching And Teacher Education Implementing Reform

Mae Chu-Chang, Samer Al-Samarrai, Sheldon Shaeffer, Andrew B. Ragatz, Joppe de Ree, Ritchie Stevenson

Teaching And Teacher Education Implementing Reform:

Teaching and Teacher Education Robert A. Roth, 1986 Seven major areas of reform that are bringing significant changes in teaching and teacher education are documented and discussed 1 improving the academic quality of students entering teacher education programs 2 upgrading the standards for the accreditation of teacher education institutions 3 raising teacher certification standards 4 establishing performance evaluation of instructional personnel 5 improving the content and structure of teacher education programs 6 improving the quality of research on teacher education and 7 improving the working conditions of teachers The threat to the teaching profession posed by movements to admit into the profession individuals who have not had any formal teacher preparation is also discussed JD

Reform of Teacher Education in the Asia-Pacific in the New Millennium Y.C. Cheng, King Wai Chow, Magdalena Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization IT intensification international competition and local demands for developments educators scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation With a total of 14 chapters prepared by 18 scholars from nine educational systems Australia Canada China Hong Kong India Japan Korea Malaysia and United States in the Asia Pacific region the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective This volume is of interest to teachers teacher educators researchers policymakers and other stakeholders in all developed and developing countries

Reforming Teaching and Teacher Education Eija Kimonen, Raimo Nevalainen, 2017-03-21 What are the prerequisites for reforming education and how can these reforms be seen in school development and culture How should teacher education support this reform process What are the principles and practices underlying the functioning of the schools of tomorrow These questions are examined in this unique volume The authors in this book argue that the central function of teacher education and education in general is to respond to the challenges brought on by the twenty first century According to this approach the competencies and skills needed in the future are not merely a new addition to school activities but rather something requiring a comprehensive reform of school culture encompassing teacher education curricula and teaching methods Such a fundamental process of change in the action and thinking models used by schools would be an effort to achieve a complete transformation the result of which would be schools developing into organizations that are both creative and imbued with a strong sense of community A central attribute is that the creation of new knowledge is not just restricted to the classroom but also takes place in out of school environments This would link learning to its

natural context eventually leading to an ideal instruction that is actively problem oriented holistic and life centered This reform minded volume is divided into three parts The first part focuses on the reform processes in teacher education the second on the reforms of pedagogics at schools and teacher education institutions and the third on the processes of reculturing schools New prospects for active schools in the United States and Europe as well as in Japan and China are discussed

Reforming Teaching Globally Maria Teresa Tatto,2009-09-28 This book examines globalisation s impact on teacher education development and work offering theoretical analysis and comparative examples It highlights conflicts convergence and implications for teaching learning and indigenous knowledge in the globalisation era

City Teachers Kate Rousmaniere,1997 Drawing on extensive interviews with teachers of an earlier generation Rousmaniere lets readers see the complexity of teachers work their problems with reform implementation and the conditions they believed were necessary for real change It is an important book because it raises questions about the power and legacy of teachers historical work culture and the effect of teachers working conditions on teacher practice and broader school reform policy

Teacher Mediated Agency in Educational Reform in China Hongzhi Yang,2015-03-26 This book examines teacher agency in implementing English as a Foreign Language EFL curriculum reform in the Chinese university context It theorizes the concept of teacher agency from a sociocultural theory perspective and draws on a study conducted in a conservative and less developed area in China The book uses Engestr m s activity theory and Vygotsky s concept of the Zone of Proximal Development ZPD to understand the nature and extent of teacher agency in adapting one s teaching with respect to beliefs knowledge and instructional practices The study concludes that curriculum reform in China needs to shift from reliance on top down policies to bottom up implementation that mobilizes local understandings and practices One of the implications of this study is that transformative teacher education programs aimed at developing teacher pedagogical agency require that teachers have ongoing opportunities to design develop and evaluate curriculum based mediational means

Reforming Teacher Education Sheila Nataraj Kirby,2006 Teacher education has been subject to both scathing criticism and innumerable efforts designed to reform it or to save it from being dismantled One of the latest and most well funded efforts aimed at teacher education reform is boldly titled Teachers for a New Era TNE Eleven colleges and universities of various types nationwide were selected to participate in TNE The TNE initiative emphasizes evidence based decisionmaking close collaboration between education and arts and sciences faculty and teaching as an academically taught clinical practice profession The RAND Corporation and the M

Resources in Education ,1988

Teacher Reform in Indonesia Mae Chu-Chang,Samer Al-Samarrai,Sheldon Shaeffer,Andrew B. Ragatz,Joppe de Ree,Ritchie Stevenson,2013-12-18 One of the noteworthy global achievements of the past two decades has been the remarkable increase in thenumber of children attending school and the number of children completing the primary cycle As more children start school the focus has shifted toward the quality of their education on true learning not just schooling The critical role played by teachers to enhance the

quality of education is especially salient in a populous geographically dispersed and culturally diverse country such as Indonesia. With close to three million teachers, Indonesia has one of the largest and most diverse cadres of educators in the world. The comprehensive Teacher and Lecturer Law approved by the Indonesian government in 2005 radically reformed the management and development of those teachers. *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making* features a comprehensive analysis of the teaching profession and the impact of recent reforms which included the doubling of a teacher's basic pay once he/she satisfies the conditions necessary for certification, a factor that has improved the status of teachers and attracted better candidates to teacher training institutions. This book provides a description of the political and economic context in which the reform was developed and implemented as well as an analysis of how the reform affected teacher quality and student outcomes. The book's framework promotes an approach to reforms based on improving the nature of teacher recruitment, preservice education, induction, mentoring, and probation, formal certification, continuing professional development, teacher performance appraisal, and ongoing career development. The recent history of teacher reform in Indonesia can inform other countries seeking to improve their educational systems and ultimately the success of their teachers and students. This book should therefore be of particular interest to Ministries of Education that contemplate similar reforms and development agencies and practitioners that seek to support country efforts to strengthen the teaching profession.

Teachers, Teaching, and Reform Ralph P. Ferretti, James Hiebert, 2017-12-14. Comprised of contributions from distinguished education scholars, *Teachers, Teaching, and Reform* takes a critical look at evidence about systemic efforts to identify excellent teachers and promote excellent teaching practices. Organized to include diverse and often contrasting perspectives on the topic, this book provides insight into some of the most vexing historical issues affecting the policies that shape current reform initiatives focused on teachers, teaching, and educational outcomes. Educational scholars, policy makers, instructors, and graduate students will come away with a keen understanding of different perspectives about the assessment of teachers, teaching, and teacher education programs, as well as strategies for improving educational outcomes for students.

Extending Educational Reform Amanda Datnow, Lea Hubbard, Hugh Mehan, 2002. Can a fundamental reform in the organisation of a school lead to school improvement? This shows how theory can be applied in practice to get around issues that are preventing change and improvement.

Reforming Teaching Globally Maria Teresa Tatto, 2007-05-14. This book seeks to raise the discussion of globalisation's effects on teacher education, development, and work, and its reforms and institutions to a more theoretical and analytical level, and to provide specific examples in the comparative tradition to illustrate teacher policy in the context of education systems' widespread variability and complexity. The contributors critically analyse current arrangements in teacher education, development, and work, and highlight the forces that enter in this contested terrain: the sources of conflict and convergence, and the implications of these for teaching and learning, and for indigenous forms of knowledge and knowledge construction in the globalisation era.

Teacher Education Reform as

Political Theater Elena Aydarova, 2019-10-01 Winner of the 2021 Outstanding Book Award presented by the Society of Professors of Education Winner of the 2020 Critics Choice Award presented by the American Educational Studies Association AESA Winner of the 2020 Outstanding Book Award presented by the Council on Anthropology and Education Around the world countries undertake teacher education reforms in response to international norms and assessments Russia has been no exception Elena Aydarova develops a unique theatrical framework to tell the story of a small group of reformers who enacted a major reform to modernize teacher education in Russia Based on scripts circulated in global policy networks and ideologies of national development this reform was implemented despite great opposition but how Drawing on extensive ethnographic material Aydarova teases out the contradictions in this process Teacher Education Reform as Political Theater reveals how the official story of improving education obscured dramatic and ultimately socially conservative changes in the purposes of schooling the nature and perception of teachers work and the design of teacher education Despite the official rhetoric Aydarova argues modernization reforms such as we see in the Russian context normalize social inequality and put educational systems at the service of global corporations As similar dramas unfold around the world this book considers how members of scholarly communities and the broader public can respond to reformers stories of crises and urgent calls for reform on other national stages

Teachers Leading Educational Reform Alma Harris, Michelle S. Jones, Jane Bumpers Huffman, 2018 The book explores the ways in which teachers across the world are currently working together in professional learning communities PLCs to generate meaningful change and innovation in order to transform pedagogy and practice It argues that through collective action and collaborative agency teachers are leading educational reform

International Handbook of Mathematics Teacher Education: Volume 4, 2020-12-15 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 4 The Mathematics Teacher Educator as a Developing Professional focuses on the professionalization of mathematics teacher educators which since the first Handbook continues to grow as an important area for investigation and development It addresses teacher educators knowledge learning and practice with teachers instructors of mathematics Thus as the fourth volume in the series it appropriately attends to those

who hold central roles in mathematics teacher education to provide an excellent culmination to the handbook *Action in Teacher Education*, 1992

Understanding the Impact of INSET on Teacher Change in China Ming Li, 2018-12-18 This pivot considers the impact of INSET courses on EFL teachers practicing under the national curriculum reform in China Providing context specific findings on the policy and implementation of INSET as well as its impact on teacher education initiatives in both China and similar contexts it explores the limitations of one off training events such as INSET and the inconsistency between teacher learning results and their classroom practices The book argues that teachers when returning to pre INSET teaching are influenced by their prior deeply rooted beliefs largely considered more powerful than newly learnt theories Addressing the rarely discussed fact that the complex and dynamic characteristics of teacher learning change over time and support the construct of teacher learning as a social event rather than a one off event the book also offers practical solutions on how to improve teacher education and enhance the long term INSET impact on teacher development with the ambition of promoting education reform for both teachers and students alike

The Rise & Stall of Teacher Education Reform Michael Fullan, 1998 This report characterizes the decade 1985 1995 as a series of false starts in reform of teacher education in the United States The main purpose of the report is to raise the question of whether the next decade of reform will be any different Chapter 1 presents the problem the need to do something about teacher education is reaching crisis proportions and so much of the education reform agenda depends on a quality teaching force operating under professional working conditions Chapter 2 uses the Holmes Group a national consortium of nearly 100 research universities across the United States that has pushed for teacher education reform from 1985 1995 as a case illustration of some of the possibilities and difficulties of accomplishing significant improvements The Holmes Group case analysis helps identify key issues that need to be addressed Chapter 3 looks ahead to 2006 by taking stock of the recent convergence of high profile plans of action questioning whether this will be another cycle of rise and stall or whether there is enough knowledge and care to make the required core improvements Contains 74 references SM

Improving the Textbook Selection Process M. Jean Young, Charles M. Reigeluth, 1988 This booklet addresses the question of what is wrong with textbooks and then shows how textbooks can be improved through the selection process A conceptual scheme is proposed as the basis of the selection process Specific attributes and features to look for when selecting textbooks based on this conceptual scheme are discussed Five categories of selection criteria are discussed 1 needs analysis 2 subject matter content 3 social content 4 readability and 5 instructional design A 35 item bibliography is included SI

Educational Reform Under Political Transition Maria Emília Catela, 1990

The Enigmatic Realm of **Teaching And Teacher Education Implementing Reform**: Unleashing the Language is Inner Magic

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