

An Outline of the
National Teacher Education
Curriculum (NTEC)

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First Seminar on English Language Education
Farhangian University

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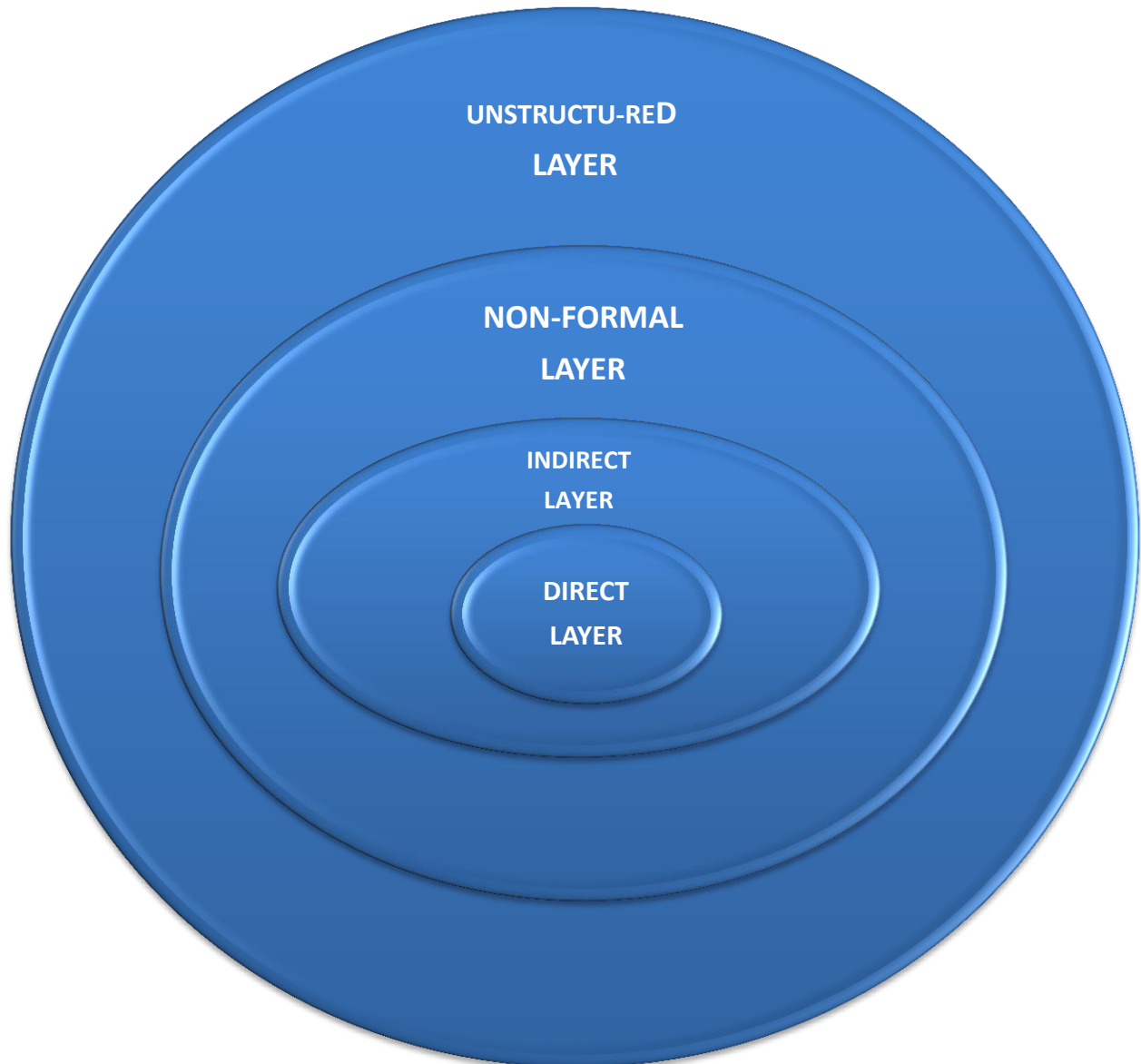
An overview of the university

- Newly founded(2012), participating in a 100 year old tradition of teacher education
- A public university which specializes in teacher education enjoying an unprecedented statutory clout in the country
- the constitution was enacted by the highest authority in the nation (HCCR)
- An indication of the status of the university is that the president of the country is said to preside over the board of trustees of the university and that the supreme leader of the nation has repeatedly stressed the importance of the university on the occasion of national day of teachers in the speech delivered
- An exclusionary entity that exempts all other institutions from engaging in teacher education in the public sector. Teacher education does take place in the private HE institutions in a very limited sense,
- FU quickly turned into a mega university in terms of size, now enrolling around 65 thousand students in 16 different majors mainly in teaching different disciplines of which one is ESL, in almost 100 associated centers
- A predominantly undergraduate university with a dual function. Pre-service and in- service teacher education
- Teacher candidates are selected in a two phase process, a written exam as part of the national entrance examination and an interview stage to appraise the predispositions and prerequisites for teaching profession
- Primary and secondary school teacher certificates are awarded at this university

- The curriculum that students were or are still exposed to is the most problematic issue that needed quick attention and was therefore given the due attention...**which I will explain its features in a while**
- The second function or the staff development is a very tall order that can be realized by simply noting the number and the composition of the staff currently associated with the MOE, **more than 1 million in around 100 fields...** this has not become the focus of attention of FU as yet.

About the new curriculum/ National Teacher Education Curriculum (NTEC)

- **Grand competency or the cross cutting theme:** reflection/ reflective teacher ... alternatively teacher as capable of reflection- in- action, a deliberator, as a researcher , as a problem perceiver and problem solver, as a connoisseur of pedagogy
 - A reflective teacher realizes that theory can **cure or cause blindness** depending on how it is treated.
 - The challenge : “involves intuition, emotion and passion and is not something that can be neatly packaged as a set of techniques for teachers to use” Zeichner and Liston (1996):
 - Requires: The cross cutting character of the theme of reflectivity requires that more and less every single component contribute to a richer, more fruitful, constructive and critical “conversation” of the teacher with real pedagogique situations.
- Nested model of learning



- ***Direct: learning within a conventional teaching learning setting***
- ***Indirect: a single learning goal followed as the secondary function of other courses***

- ***Non-formal: a single learning goal pursued and reinforced through voluntary extra- curricular activities***
- ***Unstructured: learning messages stimulated by the living space encountered by the students***

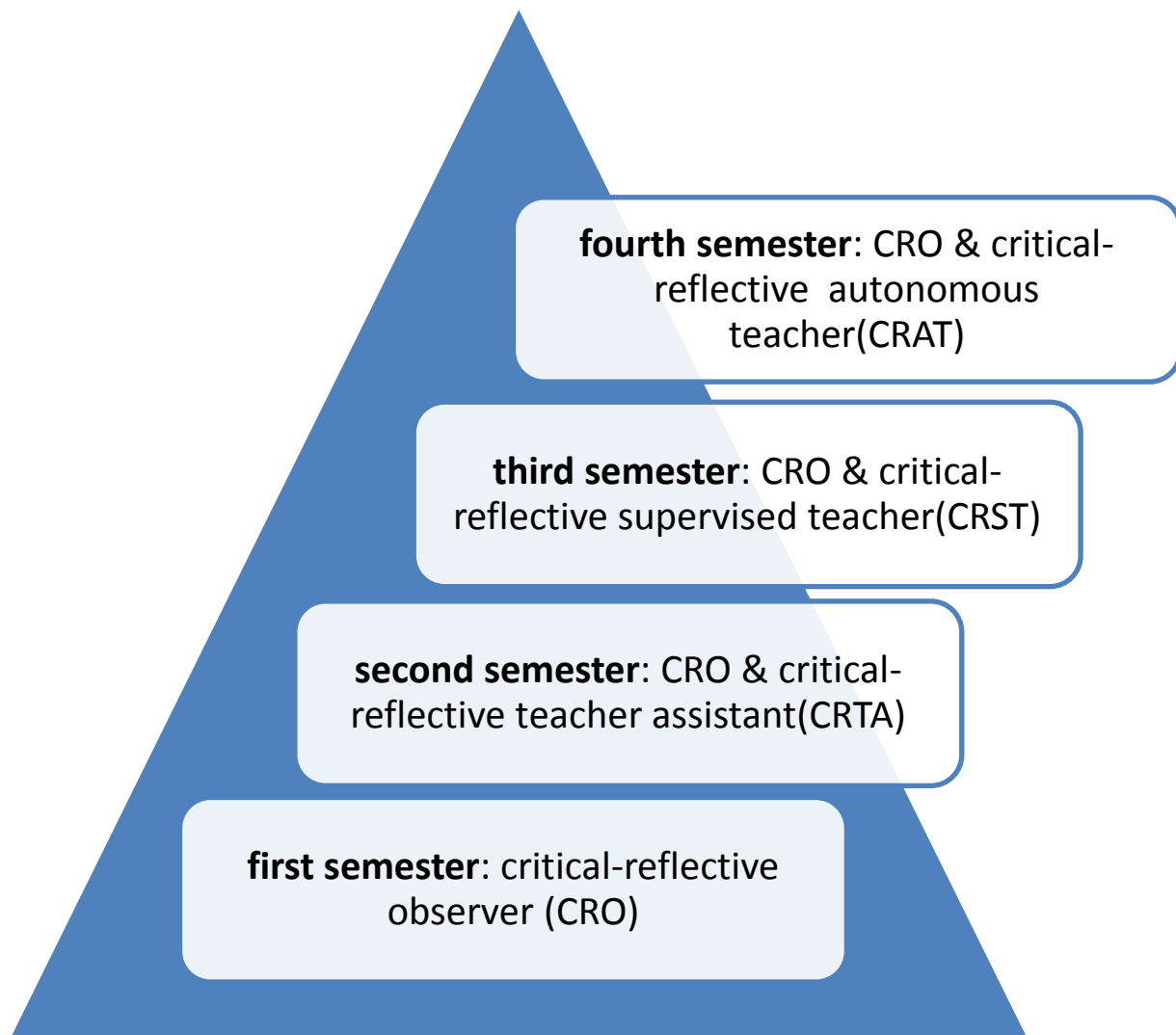
- The new subjects or competencies substantiating the intent of preparing a new generation of teachers; **mostly in the category of PCK, the category which was not given much attention or taken seriously in the existing programs**
 - The aesthetic foundations of education
 - social functions of teachers,
 - philosophy of teaching in different subjects
 - curriculum manipulation and adaptation
 - three consecutive courses in IT
 - ESP, English for Specific Purposes
 - teachers' civilizational identity
 - action research
 - lesson study, the Japanese brand of self-initiated group based teacher development
 - Islamic teachings
 - health and environment
 - ... and ,of course, the newly designed student teaching component

The student teaching component

- The focus on **reflective practicum (RP)**,
 - the driving force behind the whole program or the magnet of attention
 - The heart of the program
 - Is expected to shoulder the heaviest load of the whole TE structure.
 - This is because in the final analysis professional education lends itself to learning through “coaching” than conventional “teaching” (

Mehrmohammadi, 2014). Education of teachers is more prominently **coachable** than **teachable**.

- An overview:



- Dynamics of interaction between three players as envisaged by the developers, **representing progressive steps towards encouraging knowing and doing beyond individual capacities, knowledge seen as embedded in the community of would be teachers.**
- ... four **major layers of relationships / interactions,**

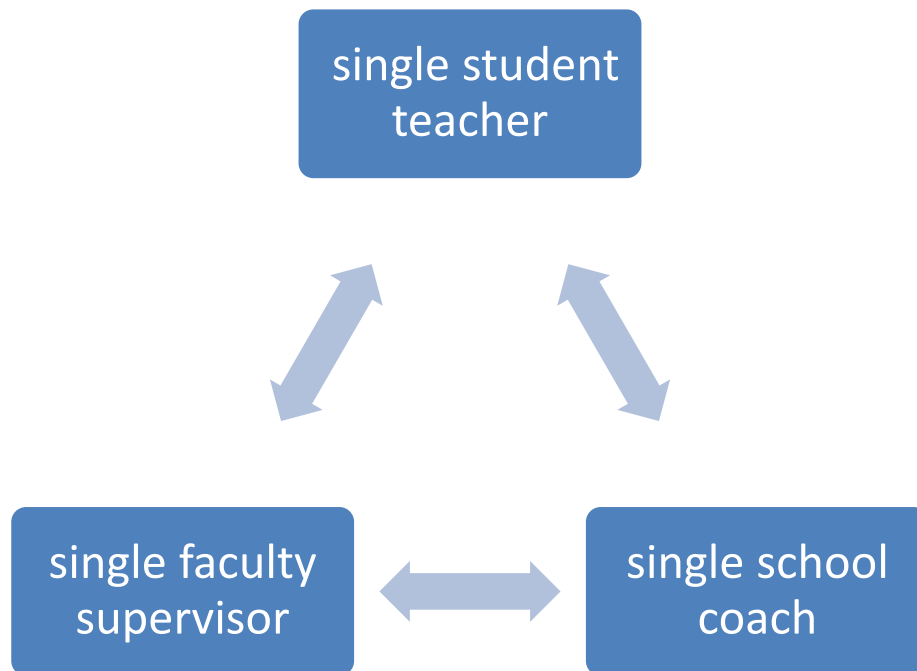


Figure 1: coaching triad, at the individual level

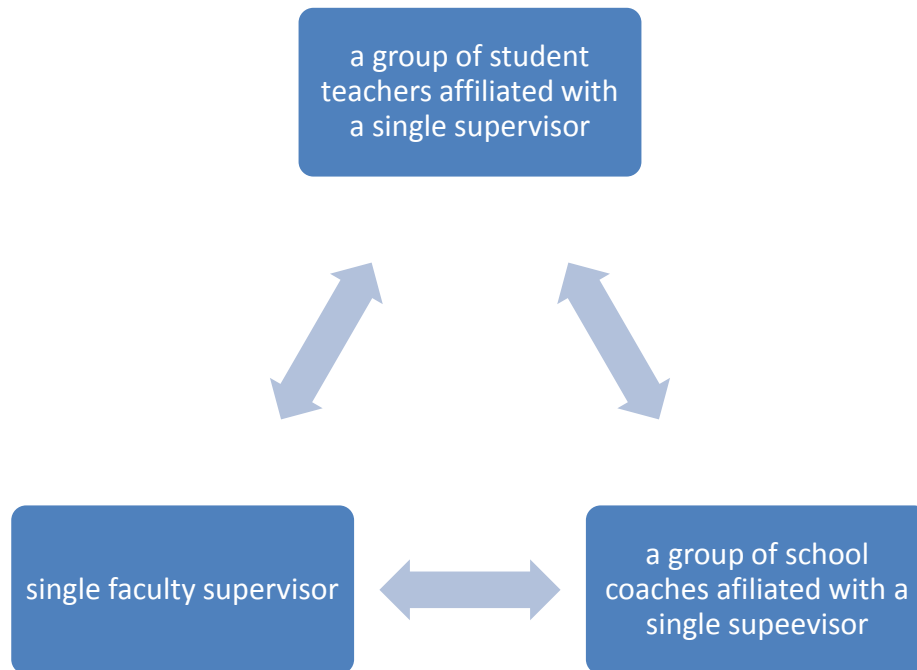


Figure 2: coaching triad, at a group level

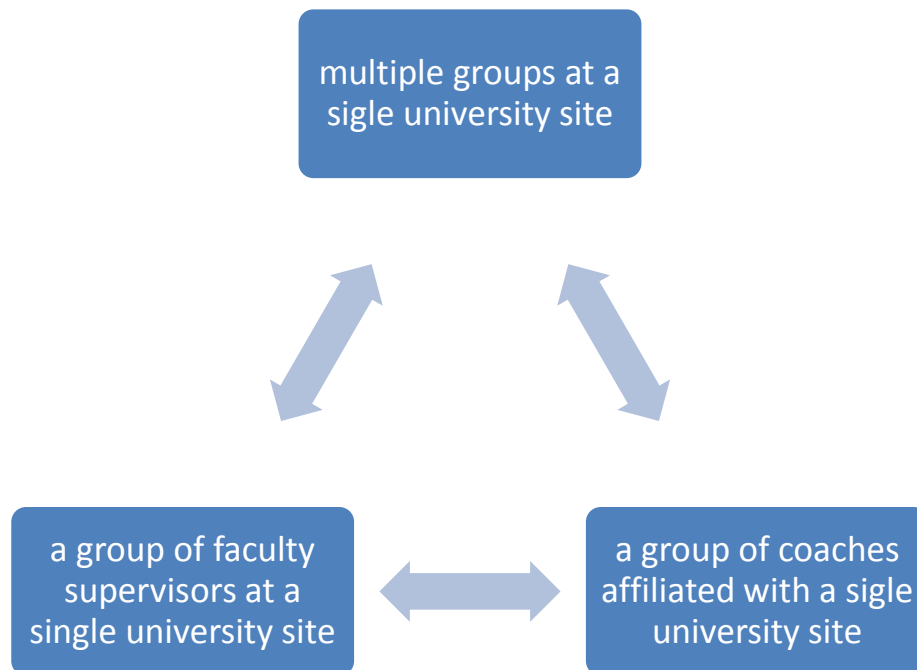


Figure 3: coaching triad, at a site level

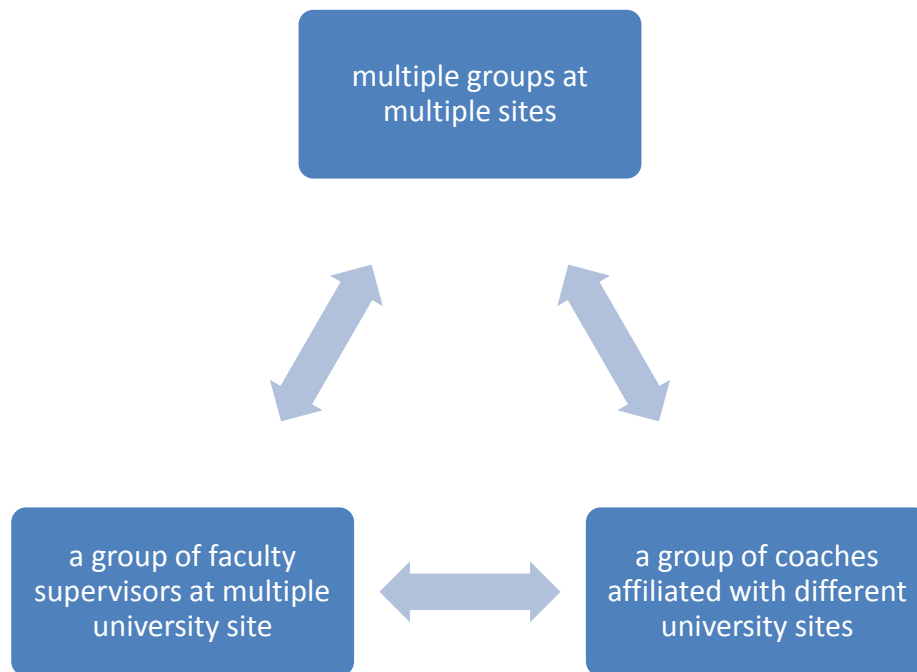


Figure 4: coaching triad, at the university level

The problem of implementation

- TE reform is an exercise in large scale reform in the Iranian education context with many pitfalls and challenges that threaten its implementation, especially when viewed in light of the time- honored traditions and dispositions surrounding teacher education.
- Most acute when dealing with the same courses or competencies that embody the changes and innovations alluded to earlier, because they are discipline specific(PCK)
- The problem of unavailability of affiliated schools intensifies the implementation problem