

Visit to Central China Normal University (CCNU)

KING'S
College
LONDON

STUDYING TEACHER EDUCATION FROM A CULTURAL-HISTORICAL PERSPECTIVE

从文化历史角度研究教师教育

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Welcome to the first class!

欢迎来到第一节课程！

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CLASS 1: Why study teacher education?

课程一：为什么要研究教师教育？



In this first class, we will consider why it is important, interesting and useful to study the ways we prepare teachers for schools. We will place teacher education in social, cultural and historical context and the learning challenges of teacher education.

在第一节课中，我们将思考为什么研究教师教育如此重要、引人注目以及充满价值。我们会从社会、文化、历史的层面去进行探讨。教师教育中的挑战

1. Social, cultural and historical context

社会、文化与历史背景

Studying teacher education ‘provides ways of considering deeper tensions in society’, its relation both to schooling and professionalism compelling us to examine it as a ‘site in which larger issues of social interest and power are contested’

研究教师教育能够让我们思考社会的深层矛盾。而它和学校教育以及职业性的联系又迫使我们去检视这个领域——一个诸如社会利益、权力等‘大’问题被争辩的领域

Popkewitz, T.S. (1985) Ideology and Social Formation in Teacher Education. *Teaching and Teacher Education* 1,2 :102).

Schools – not only what young people should learn but what kind of society do we want to become

学校——不仅仅只是一个告诉年轻人应该学习什么的地方，它还让我们知道我们想要什么样的社会

Professions – people with expert knowledge and specialist training who have responsibilities to other people (clients, patients, students, etc.) as well as to society as a whole

职业人员——一个拥有专业知识并受过专门训练，并为其他人如客户、病人、学生等群体甚至对于整个社会负责的人

Society – as societies develop, education extends across populations, schools expand, and so the number of professionals (teachers) grows
社会——当社会进步，教育受众群体扩大，学校扩招，职业人员（教师）数量增加]

Teacher Education in England: A Brief History

教师教育在英格兰：一个简短的历史综述

1801: Borough Road College, British and Foreign Schools Society (charity) - the first teacher training college in England [英格兰第一所训练教师的学院]

1846: Pupil-Teacher Centres (vocational training for pupil-teachers) [负责对pupil-teachers的职业训练]

1870: Elementary Education Act – first compulsory state education for 8 – 13 year olds [要求对8-13岁孩子的义务教育]

1890: Day Training Colleges 1944: McNair Report (more demanding requirements) [更加苛刻的条件——更高的标准, 核心课程, 本地管理]

1972: James Report (teacher training based on liberal education plus professional formation; greater involvement of schools) [教师教育开始迈向通识教育和职业养成；学校被更进一步的参与到进程]

1992: Circular 4/92) (statutory partnerships between universities and schools) [大学和学校成为法定的合作伙伴]

1998: Circular 4/98 (national standards for teachers – Qualified Teacher Status [QTS]) [国家教师资格标准—Qualified Teachers Status (QTS)]



Teacher Education and British Colonialism

教师教育和大不列颠殖民主义

The British educated teachers for the Empire and produced textbooks for schools in the Empire to teach young people how to be ‘good British subjects’ (e.g. the British and Foreign Schools Society charity)

1819: The British recommended the use of the ‘Bell system’ of teaching for schools in New South Wales

Teacher education has a powerful influence in **social reproduction**

将殖民地的老师训练成不列颠风格并生产教科书给殖民地学生，教他们如何成为一个好的不列颠臣民’。（比如 the British and Foreign Schools Society charity）

1819: 大不列颠帝国推荐使用‘贝尔系统（一种早期使用的教学方法）用于澳洲新南威尔士学校的教学

教师教育对于社会再生产有强烈的影响



Figure 6: Work displayed for monitor's inspection. From Manual of the British and Foreign School Society, London, 1831.

2. The learning challenge of teacher education

教师教育中的挑战

- The **theory/practice** divide continues to be structuring (Cartisian dualism – mind/body)
- 理论/实践二元划分被继续建
 - Questions of **application** (of theory) or **transfer** (of knowledge)
 - 问题诸如（理论的）应用或（知识的）转移
 - Questions of **craft** (judgement, wisdom, skill, practice) or **science** (research, bodies of knowledge)
 - 问题诸如技能（判断力，才智，技巧，实践）或科学学术（研究，系统知识

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- The **mobility** of the learner (teacher)
 - 学习者（老师）的流动性
 - Student teachers move across the **boundaries** of schools and university
 - 实习教师对于学校和大学界限的穿越
 - Different **activities** are ongoing within these different boundaries
 - 这些不同的范畴内有不同的活动在进行
 - How do the student teachers make sense of these **boundary crossings**?
 - 实习教师是如何看待这些界限穿越的？

Next time

下一堂课

CLASS 2: Studying teacher education with Vygotskian and Neo-Vygotskian tools

课程二：使用维果茨基和新维果茨基理论工具来研究教师教育

In the second class, we will look at a range of theories and methodologies derived from the work of Russian psychologist Lev Vygotsky. In particular, we will look at cultural-historical activity theory (CHAT) and ask why it might be useful in teacher education research.

在第二堂课中，我们将关注一系列从俄国心理学家Lev Vygotsky（维果茨基）著作中衍生而来的理论和方法论。但我们会尤其关注cultural-historical activity theory (CHAT) 并且探讨为什么它会对教师教育研究有所帮助。

Thank you!

谢谢

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