

# Teacher education and quality teaching in a globalizing world: A socially critical cautionary tale

Empowering a Learning Society for Sustainability  
through Quality Education

5<sup>th</sup> International Conference on Teacher Learning  
and Development (ICTLD) 2021 – 3<sup>rd</sup> to 5<sup>th</sup> August

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OTAGO MALAYSIAN ASSOCIATION PRESENTS

# SITANGGANG

THE MALAYSIAN CULTURAL NIGHT 2009

*What dreams can do to a man... If not to shake the very core of his being?*

**SATURDAY 8TH AUGUST 2009 7PM - 10PM**  
**TEACHER'S COLLEGE AUDITORIUM**

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## BEd (TESOL) Twinning Programme - IPGM-Batu Lintang and University of Otago College of Education, New Zealand



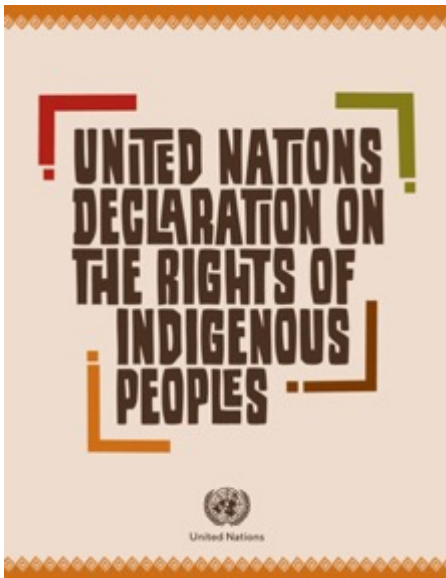
## What does “quality education” and “teacher education” look like in a globalizing world increasingly marked by such mobilities ?

- the “new mobilities paradigm” (Urry 2007)



## The dangers of Western ideas on “best practice pedagogy” (Biraimah 2008; Tabulawa 2013) ...

- child centredness
- constructivist learning theory
- competition
- play based pedagogies
- standard forms of English language



1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

## Learner centred pedagogies might be more than just culturally incongruent with local sociality ... but deeply geo-political also.

- Tabulawa (2003) ... learner centred pedagogies backed by outsider aid is **a form of democratisation of gerontocratic, chiefly or patriarchal relations by stealth.**
- Links between child centred pedagogies, social constructivism and **the global spread of neoliberal ideology** (Cobb, 2003; Carter 2009, 2010; Rodríguez, 2013; Schweisfurth, 2013; Egea, 2014; Gupta, 2015).
- Carter (2009) ... learner centredness is linked to future societal relationships advocates wish to create ... and ... merely **“reflect the social norms of the Western liberal democratic capitalist systems in which they arose”** (p.58).

• “we need to bear in mind the general child rearing practices considered appropriate and legitimate by the culture in which the teacher works: For it may be we are asking a society to change its general attitude to the way all its adults interact with the children for whom they are in some way responsible” (O’Sullivan, 2004, p.596).

## Australian aid and “four tests that guide strategic choices” (DFAT, 2016)

- Impact on promoting growth and reduce poverty
- Pursue our national interest and extend Australia’s influence
- Reflect Australia’s value-add and leverage
- Make performance count



## The “beach” as metaphor ...



Damai/Santubong - Sarawak

- objects that cross the beach are “entangled objects” ...they never come with their purpose inscribed (Thomas, 1991, p.108).
- The beach symbolises the ‘edginess’ of identity construction and reconstruction whenever peoples of one place meet strangers and strangeness – often, but not always, European strangers and strangeness.
- Denning (2004) ... footprints in the sand not evidence of “trespass” but instead “signposts” to be read and interpreted (p.259).
- “International students are strategic and opportunistic ... exploiting opportunities and then moving on” (Doherty & Singh, 2005)

## Ways forward?

A “learning centred” approach (Schweisfurth, 2011; O’Sullivan, 2004; Dyer et al., 2004) as opposed to a “learner centred” approach.



- Jones, (2013) – conservative, liberal, critical, postmodern;
- Kalantzis & Cope, (2012) – mimesis, synthetic, reflexivity
- Kemmis, Cole & Suggett, (1983) – vocational neo-classical, liberal progressive and socially-critical

“If we teach like this then that might happen”; “If we teach like that then this might happen” .... and finally ... “How then are you going to teach?”