



Study reveals large variations in teacher training programs

Kelowna, BC - June 16, 2008 A groundbreaking report released this week offers the first composite snapshot of Canada's teacher education programs which graduate over 18,000 prospective teachers every year.

Teacher Education in Canada: A Baseline Study is based on a review of programs in 56 universities and a national survey of over 3,000 new teachers, education faculty members, and principals conducted in 2007. The report, authored by Memorial University researchers Robert Crocker and David Dibbon, was commissioned by the Society for the Advancement of Excellence in Education (SAEE).

The survey results reveal important differences in the perceptions of faculty, new teachers and principals about program content and usefulness, teacher preparedness, and the relationship between faculties of education and the school system. Among the noteworthy findings:

- Preparation programs vary widely in length, structure and content, but little comparative data is available about the effects of different programs on teacher proficiency.
- Some areas of content, knowledge and skill that are highly valued in the classroom are not well-emphasized in teacher education programs.
- Principal ratings of new teacher preparedness are significantly lower than faculty ratings.
- Principals, faculty and new teachers all agree that more emphasis on teaching practice is needed.

“These findings suggest some disconnect between faculties of education and the school systems they serve,” notes SAEE Research Director, Helen Raham. “They flag a number of policy issues which call for collective dialogue among education stakeholders and rigorous research to codify best practices for preparing new teachers and supporting their transition into the classroom.”

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For more info:

http://www.sae.ca/index.php?option=com_content&task=blogcategory&id=36&Itemid=154

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