



University of **HUDDERSFIELD**

University of Huddersfield Repository

Iredale, Alison and Munro, Sonia

tradition, innovation and the joint endeavour in cross cultural teacher development.

Original Citation

Iredale, Alison and Munro, Sonia (2012) tradition, innovation and the joint endeavour in cross cultural teacher development. In: Internationalising Higher Education: Going Global 2012, 13th - 15th March 2012, The Queen Elizabeth II Conference Centre Broad Sanctuary Westminster London SW1P 3EE.

This version is available at <http://eprints.hud.ac.uk/id/eprint/13128/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Tradition, innovation and the joint endeavour in cross cultural teacher development

Western Templates

The rise of globalisation has led to increasing levels of worldwide connectivity in which there is a greater flow of goods, services, people and ideas between nations (see Lauder et al. 2006 and Simmons, 2010).

However, in education much of this flow is one-way, typically moving from west to east. Evidence for this can be found in the establishment of international branch campuses of western universities, particularly in the Middle East and south Asia (Lane, 2011). Similarly, in the field of teacher education, there is a recent phenomenon of cross cultural activities in which western Higher Education Institutions are invited to lead continuous professional development (CPD) activities for in-service teachers with the aim of promoting innovation in teaching practices.

Such programmes are often based around the exportation of notions of pedagogic practices influenced by “western templates” (Sheil, 2006:20).

‘What Works’ and ‘Evidence Based Practice’

In the UK, educational policy decisions are determined by ‘what works’, and with notions of good, best and excellent practice (see Coffield and Edward, 2009) used to support the blanket use of evidence based teaching (EBT). These same principles and practices are then applied wholesale in cross cultural teacher development programmes.

An inquiry of doubt

The shaping of professional practice is, however, dependent upon a socio-cultural dimension (Beckett and Hagar, 2003) and characterised by an “inquiry of doubt, of tentative suggestion, of experimentation” (Dewey, 1910 p112), therefore the notion of a single approach that is effective in all settings is fundamentally flawed.

Towards a wider debate: The joint endeavour

The success of any curriculum innovation is dependent on the staff who implement it, as it is they who have the ability to adopt, change or reject it (Carless, 2001).

As such the development of teachers should be seen as a joint endeavour in which teacher educators, practitioners and policy makers are encouraged to find local solutions to local issues.

We seek discussion and debate from policy makers and fellow practitioners which links policy to practice, arguing that for cross cultural teacher development to be meaningful and innovative, greater consideration of the socio-cultural and professional setting of teachers is needed.

References

- Carless, D. R. Curriculum Implementation in Hong Kong in Hall, D. R. and Hewings, A. (eds) (2001) *Innovation in English Language Teaching A Reader* London, Routledge
- Coffield, F., and Edward, S. (2009): Rolling out “good”, “best” and “excellent” practice. What next? Perfect practice?, *British Educational research Journal*, 35:3, 371-390
- Dewey, J. (1910) *How we think*, Lexington, D C Heath.
- Lane, J.E. (2011) 'Global Expansion of International Branch Campuses: Managerial and Leadership Challenges' *New Directions For Higher Education*, Vol 2011, pp. 5-17
- Lauder, H., P. Brown, J. Dillabough, and A.H. Halsey. 2006. The prospects for education: Individualization, globalization and social change. In *Education, globalization and social change*, ed. H. Lauder, P. Brown, J. Shiel, C. (2006). Developing the global citizen. Exchange, 5, 15–20, Higher Education Academy, York.
- Simmons, R. (2010): Globalisation, neo-liberalism and vocational learning: the case of English further education colleges, *Research in Post-Compulsory Education*, 15:4, 363-376