Research questions arising from the DETA agenda

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Morris P and Williamson J (2000)
Teacher Education in the Asia-Pacific Region
London, Falmer Press

Institutional Approaches to Teacher Education: Current Models and New Developments
Bucharest, UNESCO

A comparative analysis for Africa?

Teachers' Lives

An on-going Case Study Project

Ghana

Nigeria
What are we trying to understand?
Living Conditions and day-to-day life
Relationships
Motives and motivation
Engagement with the curriculum
Backgrounds and future aspirations
Factors challenging these aspirations
Role and status in community

Methodologies
Shadowing the focus teacher for two weeks
Key Interviews with focus teacher
Teacher diaries
Interview with head teacher
Interviews with education officials
Interviews with community members
Focus groups
Questionnaires
Research analysis: a global overview of current policies and programmes for teachers and teacher education.

Bob Moon 2006

- By what means can the relevance and role of teachers to the "fight against poverty" be further investigated and conceptualised?
- How can the patterns of supply of teachers, particularly where "crisis" situations exist, be monitored and analysed? In particular, what forms of enquiry are needed to interrogate national and international statistical information?
- What would be the defining characteristics of strong national and local policy structures around teacher supply, retention and training?
- What models of intervention can be identified, which policy systems could adopt in combating some of the problems associated with teachers (viz. status, salary, impact of HIV/AIDS)?
- How can a twenty-first century policy framework build in the democratic involvement of teachers in decision making?
- How can rapidly increasing numbers of para-professionals working with or in place of teachers (sometimes by choice, most often by necessity) be understood and appropriately supported?
- How can the pressures of increasing community and public interest and disquiet about teacher quality be understood and alleviated, particularly in contexts of acute teacher supply and training crisis?
- By what means can resources and structures be put in place to provide appropriate pre-service, genuine, career-long, to scale, continuing professional development opportunities for teachers? Is the current balance of resources between pre-service and CPD appropriate?
- How can teachers benefit from the revolution in information and communication technologies?
- Can a set of entitlements be identified that give substantive dignity to the professional role of the teacher, at all levels, in the twenty-first century?