

**SOCIAL JUSTICE TEACHER EDUCATORS:****WHAT KIND OF KNOWING IS NEEDED?****(FINAL DRAFT)**

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A. Lin Goodwin \*

*University of Hong Kong*

[alg25@tc.columbia.edu](mailto:alg25@tc.columbia.edu)

Kelsey Darity

*Teachers College, Columbia University*

[kkd2125@tc.columbia.edu](mailto:kkd2125@tc.columbia.edu)

***AUTHOR BIOS:***

A. Lin Goodwin is Dean and Professor in the Faculty of Education at the University of Hong Kong. Recent publications include: *Empowered educators in Singapore: How high-performing systems shape teaching quality*, and “Who is in the classroom now? Teacher preparation and the education of immigrant children” in *Educational Studies*.

Kelsey Darity is a doctoral student in the Department of Curriculum and Teaching at Teachers College, Columbia University. Her current research focuses on how teachers and students co-construct a classroom space that fosters productive race talk. Other areas of interest include disciplinary literacy and hauntings of historical violence.

**Abstract**

What do teacher educators need to know and do in order to move from espousing to enacting social justice in their own teacher educating practice? This article addresses this question by examining scholarship that focuses on the preparation of preservice teachers for social justice. Using five knowledge domains for teaching – personal, contextual, pedagogical, sociological, social - as an analytic lens, the authors examined teacher education literature published between 2010 and 2016 in three international journals from Australia, the U.K. and the U.S. The study reveals that teacher educators in different contexts seem to highlight personal and contextual knowledge in their preparation of equity-minded preservice teachers and provides insight into how they conceptualise educational equity and social justice. The study illuminates what is likely in place in initial teacher education programmes, and what may be needed or missing if teacher educators are to prepare teachers for today's diverse classrooms.

**Keywords:**

Teacher Educators, Preservice Teachers, Social Justice Teaching, Knowledge Domains for Teaching, Innovation

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## INTRODUCTION

Internationally, many are calling for ‘more attention to what teachers of teachers themselves need to know...in order to meet the complex demands of preparing teachers for the 21<sup>st</sup> century’ (Cochran-Smith 2003). Yet, teacher educator qualifications are minimally discussed (Author et al. 2014; Martinez 2008), and formal preparation for those who instruct teachers, is absent (Berry 2007; Korthagen, Loughran and Lunenberg 2005), despite agreement that ‘the quality and the effectiveness of teacher education largely depends on the competence and expertise of teacher educators’ (Buchberger et al. 2000, 57-58). The silence around teacher educator preparation is further punctuated by a glaring gap around social justice (Chou 2010; Galman et al. 2010; Goodwin and Chen 2016; Grossman 2005; McDonald 2007). In fact, the ‘surprisingly sparse knowledge base on how teacher educators are themselves prepared’ (OECD 2010, 288), stands in stark contrast to ‘the issue of educating teachers for diverse classrooms [that] needs to be addressed urgently’ (14). A recent European Commission report (2013a) prioritizes teacher training to support children from poor, migrant, or ‘disadvantaged’ minority backgrounds. In China, reform is focused on ‘education as the cornerstone of social fairness and justice’ and teacher development to achieve ‘equity and quality’ (Weng, 2017), while most U.S. teacher preparation programs ‘express commitments to social justice’ (Agarwal et al. 2010, 237).

These imperatives, i.e., increasingly diverse classrooms of students who evidence multiple vulnerabilities, underscore how teacher educators must prepare teachers for classrooms they themselves may not have experienced (Chou 2010), as globally, schools receive growing numbers of immigrant, refugee and vulnerable youth, who require teachers able to address their needs, narrow achievement gaps, and equalize educational opportunities. These changing social contexts further accentuate the issue of teacher educator preparedness for

social justice. Still, even as teacher educators across the US, UK, and Australia demonstrate increasing concern with matters of social justice (Boylan and Woolsey 2015), a common understanding of what this means and how it can be enacted remains unclear (Kaur 2012). This is because 'there are multiple discourses that educators draw upon when claiming a social justice orientation' (Hyttten and Bettez 2011, 8), and social justice is a goal as well as a process (Bell, 1997). Thus, it is possible for teacher educators to 'unanimously [embrace] the goal of teaching for social justice' (Agarwal et al. 2010; Cochran-Smith et al. 2009; Kaur 2012; Boylan and Woolsey 2015), in the absence of shared meaning. Still, in examining 'research evidence from different international jurisdictions', Grudnoff et al. were able to 'identify strikingly similar themes... consistently associated with positive student outcomes, broadly defined' (2016, 454). These included 'the critical role that teachers play in improving disadvantaged students' opportunities' and 'that teachers, as human agents, have the opportunity and responsibility to enact patterns of practice that generate positive outcomes for disadvantaged learners and to work with others to challenge inequities' (455).

This characterisation of social justice teaching offers an appropriately inclusive perspective for our article, since our purpose is to gain a broad sense of how teacher educators think about preparing candidates for social justice teaching, even while indications are that the rhetoric surrounding this issue is much more robust than actual practice (Author and Chen 2015; Cochran-Smith et al. 2015; Mills and Ballantyne 2016). You cannot teach what you do not know, but what do teacher educators need to know and do in order to move from espousing to enacting social justice in their own teaching and teacher educating practice? This remains an open question.

In this article, we explore this question, by looking at scholarship in teacher education that focuses on the preparation of social justice educators for our complex and diverse world. By

analysing literature on preparing ‘good and just teachers’ (Cochran-Smith et al. 2009) authored by teacher educators themselves, we are provided a window into the knowledges teacher educators in different contexts seem to highlight in their preparation of equity-minded preservice teachers, and gain insight into how they may conceptualise educational equity and social justice. This illuminates what is likely in place in initial teacher education (ITE) programmes, and what may be needed or missing.

We begin with a description of our study and the analytic frame we used for data analysis. We then present our findings and the perspective our data offered on teacher educator knowledge in relation to social justice teaching. We conclude with some possible directions the field might consider in the nascent area of teacher educator development and learning for educational equity.

## **THE STUDY**

This study employed five knowledge domains for teaching (Goodwin 2010) as lenses to analyze scholarly literature that speaks to ITE for social justice. These domains: Personal, Contextual, Pedagogical, Sociological and Social, are described more fully below; together they represent big ideas that conceptualize learning/teaching as deep and broad, with equity and social justice squarely at the centre. Specifically, the study addressed three questions. In international scholarship focused on the preparation of equity-minded preservice teachers:

- 1) what knowledges do teacher educators emphasise when talking about initial teacher preparation?
- 2) what knowledges do teacher educators not emphasise?
- 3) what might this suggest about what teacher educators need to know in order to move from espousing to enacting social justice in their own teacher educating practice?

### **The Analytic Frame: Five Domains of Knowledge for Teaching**

In this study, we utilized the five knowledge domains for teaching as our analytic frame. These domains include Personal, Contextual, Pedagogical, Sociological and Social knowledge, each of which is based on the concept of teaching as an equitable act with the goal of social justice. These domains are undergirded and informed by the significant body of literature on teaching and teacher education, detailing knowledges for teaching (Darling-Hammond and Bransford 2007; Shulman 1987); discrete skills or competencies teachers should acquire (Ball and Forzani, 2011; Grossman 2018); and equity and social justice teacher preparation (Cochran-Smith 2004; Nieto 2010; Oakes and Lipton 2006). They also inductively emerged from personal and professional experience over two decades in a highly renowned teacher preparation programme deliberately focused on social justice teaching. The domains are therefore in conversation with extant scholarship on teacher knowledge, at the same time that they articulate a perspective of social justice teacher education that is grounded in practice.

The domains continue to be a work in progress, but have been vetted in multiple international venues through presentations at peer-reviewed research conferences and invited talks, dialogues with teacher educator peers in several countries, and publications in blind reviewed academic journals. The multiple opportunities for public and peer-review have informed fine-tuning of the domains and support confidence in the trustworthiness of the categorisations. Employing the domains now as an analytic tool to examine teacher education literature, represents another step in the process of testing the utility of this framework in understanding social justice teaching by/for teacher educators.

**Personal knowledge.** By the time preservice teachers enter teacher preparation, their beliefs about students, schooling, teachers and teaching have already been informed by their

extended experiences as students in elementary, secondary, and even university classrooms, and by their lived experiences within specific socio-cultural contexts. They bring all these beliefs, attitudes and personal theories to the learning-to teach process, no matter positive/negative, culturally competent/racist, asset/deficit-focused, nationalistic/pluralistic, and so on. These beliefs have the power to shape the teacher they will become, the instructional decisions and choices they will make, and which students they will fight for—or not. As a transition between what one has been in the past and will be in the future, teacher education programmes must consciously engage prospective teachers in reflection and examination of their autobiographies and experiences throughout all aspects of the teacher preparation curriculum and practice teaching in order to surface problematic preconceptions and support teacher candidates in expanding their thinking and developing inclusive mindsets.

**Contextual knowledge.** While contextual knowledge begins with the classroom and family communities, it also acknowledges that these contexts are situated within larger political, historical, institutional, and cultural contexts. When preservice teachers are equipped with this knowledge, they are better suited to reach beyond instructional strategies in order to examine learners' needs as nested within multiple cultural-economic-political locations. No programme can prepare teacher candidates for all variables and possible situations. The key then is to instruct students in ways of thinking about teaching children that begins with questions versus assumptions, which then underscores problem-posing, information-gathering, learning and listening, all strategies for naming problems and searching for contextual variables in order to inform culturally and socially relevant solutions.

**Pedagogical knowledge.** Though pedagogy is commonly defined as the art or science of teaching, it often takes the form of teaching strategies, or a collection of “how to’s.” These are not sufficient for effective teaching, which requires the ability to observe and analyse a

situation, notice what students need—and bring, and then develop appropriately responsive practices. The tools teachers use to enact curriculum should be reflective of this thought process, which does not exclude subject matter knowledge, theories of learning and development, and methods of teaching, but does not place them at the centre of instruction over the needs, cultures and capacities of learners. In this way, teachers are equipped to be curriculum makers, not simply deliverers, which empowers them to become architects of change, within even restrictive schooling systems or in the face of prescriptive curriculum materials, because they are focused on learning and students' unique cultural, contextual, academic, and personal needs, and can find creative spaces to meet them.

**Sociological knowledge.** As our complicated, diverse world grows ever more interdependent, teachers and curricula must be ready to answer to and respect that diversity, along with the sociological transformations it engenders in schools. New teachers must be capable and ready to teach children of all races and ethnicities, children who have disabilities, children who are immigrants, migrants, refugees, (English) language learners, LGBTQ, poor, academically talented/apathetic, homeless, children who are different from them as well as those who mirror them, and so on. At the same time, teachers need to be cognizant of the ways in which schools have historically replicated social stratifications and inequities by grooming students for future life roles as predetermined by their class and race, and must be equipped to interrupt those realities. If teacher educators hope to prepare teachers who will advocate for all children and are able to interrupt discriminatory and harmful schooling practices, teacher preparation must be an uncomfortable space where new teachers directly confront, learn about and learn to address sensitive and contested issues of race, class, cultural difference, and inequity.

**Social knowledge.** As our world continuously shrinks through digital technology and



globalized consumerism, it grows exponentially in complexity. The ability to connect, communicate with 'other'(s), make sense of and manage daily massive data input, and make critical judgments, often among competing perspectives and agendas, is simply essential. Therefore, teachers need the ability to participate effectively in and lead democratic, cooperative groups and recognize varying dynamics at work within different social/political/cultural interactions/intersections. Their own experience and expertise in these democratic group processes will more naturally and adeptly create classroom settings where cooperation, fairness, mutuality and equality are the norms. This is unlike our world community, where we see broadcast on a daily basis, proof that we do not live by these norms. If children are to experience these democratic environments such that they can learn to advocate for the basic principles of justice, teachers must be capable of creating them in the classroom.

### **THE SAMPLE AND DATA COLLECTION**

Our data sample consisted of articles selected from three prominent teacher education journals from three different international settings: Australia, the United Kingdom (UK), and the United States of America (USA) during the period from 2010 through 2016. Our purpose in selecting this time span was purposefully pragmatic. Practically, we felt the seven-year period afforded an amount of literature available for review that would be both manageable as well as sufficiently substantive. Beyond the practical, we were interested in reviewing teacher education literature written during a period of rising awareness of the need for teachers, curriculum and pedagogies that are responsive to increasingly diverse school populations as a result of unprecedented global mobility and immigration (UNHCR, <http://www.unhcr.org/figures-at-a-glance.html>).

The three journals we selected are highly ranked teacher education journals, and are respected and widely read in the field of teacher education, namely the Journal of Teacher

Education (JTE) in the U.S., the Journal of Education for Teaching (JET) in the U.K., and the Australian Journal of Teacher Education (AJTE) in Australia. Submissions to these journals are all blind-reviewed, so manuscripts accepted for publication have undergone stringent peer evaluation by experts. Thus, each journal can be seen as a trusted resource that international teacher educators tap for ideas, cutting-edge thinking and research, information about professional developments and best practices, and guidance. Although each journal does publish articles about teacher education practices beyond its national borders, they are all popular venues for scholarly works from local academics, and so offer an informative perspective on teacher preparation for social justice within each respective country. Across the three journals, the total sample equaled 1796 articles, excluding introductions, editorials, book reviews or commentaries.

Data collection or data identification involved sorting through the journals to isolate articles that had something to say about preservice teacher preparation for social justice. We began by assessing titles, reading abstracts and looking at key words. If there was any suggestion or mention of concepts associated with social justice, increasing diversity, educational equity, etc., we then read the article in full and then added it, or not, to our list. To ensure the trustworthiness of our selections, we independently reviewed volumes published in 2010 and 2011, created our own lists separately, and then came together to compare lists, discuss discrepancies, and come to mutual decisions. While we found that our independent choices overwhelmingly overlapped, there were still some differences. These gave us the opportunity to fine-tune our criteria, and to make clear to ourselves, what could be included and what should not.

For example, we found articles that talked generally about teacher knowledge in relation to changing demographics. These seemed, at first glance, to suggest a focus on teacher

preparation, but a closer examination revealed that the focus was actually not on teacher candidates but other categories of teachers. Another example was articles about teacher educators, often self-studies of teacher educators' own thinking or practice. The context of these articles was often ITE, and the focus was sometimes social justice related. But most did not discuss the(ir) ITE context in any depth that would allow us to surmise some relationship between their own learning/thinking and their teacher preparation practices. Through this comparative process, we were able to clarify the criteria to ensure our focus would be squarely on preservice teacher preparation, so as to learn more about what teacher educators indicate their preservice students need to know and be prepared to do in order to serve diverse students well.

### **Data Analysis**

Through the selection process we identified 76 articles for further examination. Data analysis began with a small pilot study, again to calibrate our individual definitions and interpretations of the five domains of knowledge, and ensure that we could code the data, confident that we were applying the same meanings to the process. Our pilot involved each of us independently coding the same set of 15 articles that we had already selected through the data collection/identification procedure, specifically the first five listed for each journal. To help us in our coding we took the lead from authors, paying attention to their own declarations of the main idea, goal or purpose of their work. We also paid attention to article headings, primary conclusions and key points authors emphasized in their discussions. We also looked for connections between beginnings and endings, how authors' purposes and conclusions related, which helped us confirm whether the focus we had identified was reasonably accurate.

Once that process was complete, we came together to discuss our coding and to share preliminary insights or findings. We found remarkably few differences of opinion, which was encouraging. Still, this process enabled us again to clarify each domain, analyse the nuances that raised queries about how an article might be coded, and further operationalize each domain. The pilot also allowed a coding scheme to inductively emerge that enabled us to sort articles according to knowledge domain, article type and content focus (see Table 1).

#### TABLE 1 ABOUT HERE

We then undertook a second pilot to test our coding scheme and independently coded all the JTE 2012 articles identified to ensure congruent coding. This second round revealed that we were, for the most part, in sync. That is, the discrepancies typically involved articles that were coded similarly, say personal and conceptual knowledge; where we disagreed was in terms of emphasis—whether personal or conceptual was a primary vs. secondary emphasis. Ultimately, we decided that such small differences of perspective did not represent a significant discontinuity in our shared understanding. Upon completion of the second pilot, we divided the rest of the journals between us, by year and by title, such that each of us engaged with representative data across the full sample.

Below we share our findings, beginning first with an overall picture of the data sample in terms of the types or categories of articles we saw, as well as the major topics or content foci represented across the 76 articles. We then talk about the knowledges that teacher education scholars seem to emphasise, and those that are more silent.

## **FINDINGS AND DISCUSSION**

The sample of 76 articles consisted overwhelmingly (70%) of empirical works/research studies, focused on preservice teacher preparation (Table 2). Descriptive pieces represented a distant second (16%), with pieces double-coded empirical/descriptive accounting for 4%; conceptual pieces equaled 9%. We found that AJTE articles were more than twice as likely to be empirical than articles in JTE or JET. This could be a function of the number AJTE publishes per year—12 issues of about eight articles on average, vs. JET and JTE at 5 and 4 issues of about 6 articles each, respectively. Still proportionally, AJTE clearly emphasised research articles, in comparison to JET and JTE. We found that JTE and JET were comparable in terms of articles that described teacher preparation practices, or conceptualized different ways to think about preservice teacher knowledge for social justice teaching; AJTE articles included none that were conceptual, and only two that were coded as descriptive. Still, regardless of the finer differences among journals, two primary observations can be made about the sample as a whole: 1) the emphasis on research over conceptual or descriptive work, and 2) the lack of emphasis on research or scholarly conversations about preparing social justice teachers, given 76 articles addressing this issue, or 4% of a potential sample of 1796 articles.

The small percentage of articles devoted to social justice teacher preparation was surprising, given international concern with achievement and opportunity gaps, economic imperatives associated with under-served and under-educated youth, and global mobility and migration that have dramatically affected classroom demographics in most countries, thus making the need for teachers who are prepared to teach diverse and “disadvantaged” children all the more pressing. Why this is the case is a question; that this is the case is troubling.

In terms of content focus, diverse learners in general seemed to be the context used by about half of the authors (47%) to frame their conversations about preparing teachers for social justice and changing demographics (Table 4). Thus, most of the articles did not talk in terms of

specific racial/cultural groups, specific needs, or specific issues or considerations. About a quarter (22%) of the authors focused on students with disabilities or inclusive education. These articles were quite evenly distributed across the three journals suggesting comparable (albeit low) attention to special education as a social justice issue in relation to new teacher learning. Equal numbers of articles used English language learners (ELLs) and poverty as content frames, but ELLs were almost always topics important to U.S. authors, while all the articles save one, on how student teachers should be 'prepared to work with children from deprived socio-economic circumstances in proactive and effective ways' (White and Murray 2016, 501) were from a special issue of JET. Only four articles attended to race specifically, evidence that structuring teacher preparation programmes in 'ways to have their teacher candidates—who are predominantly White—feel the burden of race in a way that is self-reflective and conducive to change' is challenging and surely 'means uncomfortable conversations' (Matias and Grosland 2016, 154, 152).

TABLES 2 AND 3 ABOUT HERE

### **Knowledges Emphasised**

Looking through the lenses of the five knowledge domains, we found a pronounced emphasis on Personal knowledge (Table 4), reflecting conclusions by other researchers that 'much research in the field of social justice and teacher education focuses on an understanding of beliefs of preservice teachers' (Mills and Ballantyne 2016, 263; cf. Cochran-Smith et al. 2015; Sleeter 2001; Turner and Drake 2016). Specifically, 39% of the sample targeted Personal knowledge alone, while another 30% focused on this domain in tandem with another (e.g., Personal/Pedagogical), equaling more than two-thirds of the full sample.

## TABLE 4 ABOUT HERE

*Personal knowledge.* A common frame for the bulk of these enquiries was the oft-termed ‘demographic imperative’ resulting in ‘the mismatch between the increasingly diverse student body and homogenous teaching force’ (Yang and Montgomery 2011, 1). This mismatch has magnified teachers’ lack of knowledge about the lives and cultures of students who are increasingly diverse (e.g., students of color, poor children, new immigrants) and their lack of understanding of how to capably meet their social and educational needs, given the ‘overwhelming presence of whiteness’ (Sleeter, 2001) and middle-class-ness in the teaching force and those entering the profession (White and Murray 2016). Thus, most of the studies were aimed at investigating the ‘baseline knowledge and understandings prospective teachers bring with them’ as well as ‘what they learn as teacher education students’ from their programmes (Jimenez and Rose 2010, 404). Such examinations of teacher beliefs have increased among teacher education researchers given mounting evidence supporting the powerful influence teacher beliefs can exert on teaching decisions and learning to teach, and the damage that deficit thinking, unexamined racist attitudes, and low expectations can have on the educational experiences of marginalized and minoritized youth (Author 2010; 2015; Gay 2010; Kaur 2012; Pajares 1992).

The vast majority of the studies in our sample typically excavated the beliefs and attitudes of their own students, either by canvassing them via survey or interview, or analysing work samples such as reflection papers. Most of the authors, ‘framed helping future teachers examine and alter their views about diversity as a fundamental problem of teacher preparation’ (Cochran-Smith et al. 2015, 114), and so were invested in discerning the impact of an

intervention or experience on shifting, expanding or modifying the thinking of their teacher candidates. The intervention or experience was mostly contained within a course, within a specific programme, within a specific socio-cultural and geographic location. The conclusion of most studies was that the intervention or activity was successful in helping preservice teachers develop greater cultural understanding, become more consciously aware of their implicit biases, reduce deficit thinking, and grow more familiar with “other”. However, quite uniformly, these studies offered ‘few illustrations of specific teacher education practices’ (Conklin and Hughes 2016 56), reflective of the field as a whole where

a great deal of published work in the area of teacher education and social justice presents reflections on and/or suggestions for practice rather than empirical research...with limited exploration into what programs that prepare preservice teachers to engage with student diversity in socially just ways might look like in practice (Mills and Ballantyne 2016, 263).

**Contextual knowledge.** The knowledge domain next most frequently highlighted by the sample articles was Contextual knowledge, although it ran a distant second at 16%. However, it is important to note that of the articles that were double coded, another 21% included Contextual knowledge. Thus, in the aggregate, Contextual knowledge figured in 37% of the sample. An article was coded as Contextual knowledge when the key message was that ‘teacher education programmes must focus on preparing teachers to understand deeply and value their students’ lives and cultures’ (Kretchmar and Zeichner 2016, 417). This preparation typically involved majority student teachers’ (typically White, socio-economically comfortable, English-speaking) engagement with “other” through some kind of immersion activity, so as to learn ‘to teach in schools serving non-dominant families and communities highly impacted by poverty’ (Zeichner et al. 2016, 278).



The experiences we reviewed ranged from field experiences and practica in local communities and schools, which often involved some level of collaboration with local community members; service learning 'to work directly with culturally and linguistically diverse students before they enter the teaching profession' (Amaro-Jimenez 2012, 211); and short-term international exchanges. Experiences ranged in length, with international exchanges offering full immersion over a shorter period, compared to more local opportunities that might occur over a longer period of time (a semester/term, a year perhaps), but on a periodic, but regularly scheduled basis. All the experiences seemed to be part of the teacher preparation programme, but international experiences seemed more likely to be self-selected by students and therefore elective. In terms of the international exchanges, often the goal appeared to be engagement/familiarity with multiple dimensions of "difference" (students, cultural practices, school systems), versus engagement with students who might be representative of those whom the student teachers might eventually teach in their home countries. Most of these experiences designed to build contextual knowledge seemed to be located in a course, and so seemed, fairly close-ended and isolated. We had no sense that contextual understandings or learning were integrated throughout the teacher preparation programme.

***Personal and Contextual knowledges.*** We saw a clear connection between Personal and Contextual knowledge since the majority of all the articles that received more than one code across the five domains included both (15 of 23 or 65%), while for almost all of the articles that were double-coded, where Contextual knowledge was one of two codes, the second code was Personal knowledge (94%). This phenomenon was a consequence of the apparent aim to use the 'engagement approach' to 'increase awareness of personal prejudices; increase knowledge of, and attention to, cultural diversity and within-group diversity...encourage teachers to approach communities as learners' (Zeichner et al. 2016, 279) and facilitate

‘exposure to culturally relevant students while studying at home’ (Campbell and Walta 2015, 1). International cross-cultural exchanges were designed to ‘provide pre-service teachers with an international, worldview and to enable graduates to engage students in learning effectively in multi-cultural class settings’ (Jin, Cooper and Golding 2016, 21), as well as support ‘cultural attitude shift(s)’ through ‘immersion and cultural challenges, concrete experience, interaction with cultural others’ (Campbell and Walta 2016, 12, 13). Deeper, more substantive, and more purposeful learning about context enables student teachers to ‘look beyond what happens in the classroom to what happens in the child’s school, family, and community which can make an impact on improved teaching and learning practices’ (Haberman and Delgado 1993, 2, cited in Zeichner et al. 2016). Thus, it was not surprising to see that teacher educators connected these two knowledges because together, they mutually supported the same goal of unearthing and shifting student teachers’ personal and prior knowledge about culturally and linguistically diverse learners and their families.

### **Knowledges Not Emphasised**

Social, Sociological and Pedagogical Knowledges were hardly visible in this content analysis of teacher education research. The minimal attention paid to Sociological knowledge is in keeping with the lack of content focus on race discussed earlier. Given the racial-cultural-socioeconomic status makeup of the teacher educator professoriate, never mind the makeup of those entering the teaching force in U.K., U.S. and Australia, there are many possible reasons why race remains a topic that is quite invisible in teacher preparation programmes or literature. But race aside, the lack of attention overall to other specific differences, coupled with the application of diversity as a blanket term, suggests certainly that there are knowledge gaps in teacher preparation curriculum, and perhaps in teacher educators’ knowledge bases or perspectives.

Social knowledge was almost absent as a deliberate component of teacher preparation programmes targeted for discussion or study in the data, but it could be argued that it was implied, at least as a goal or an aspiration, given mention of equity, attention to intercultural communication, learning to accept and work with other(s), and striving for positive outcomes for all. Pedagogical knowledge was similarly invisible and was the primary focus of only two articles, although there were seven more articles that featured Pedagogical knowledge. This was in tandem with Personal and/or Contextual when authors described activities they designed or instructional strategies or assignments they employed to engage preservice teachers' beliefs or expose them to particular contexts. This absence of Pedagogical knowledge is echoed by many scholars, as mentioned earlier, who have criticised the teacher education profession for rhetoric around social justice that is not solidly backed up by practice (Cochran-Smith et al. 2015; Mills and Ballantyne, 2015; Sleeter, 2014). As a field, we have been disparaged for more talking, conceptualizing, and theorizing, than doing, acting, or impacting. This is more evidence that this criticism may be warranted.

## **IMPLICATIONS**

The study sheds light on the preparation of social justice teacher educators in relation to their priorities—and silences—around preparing social justice teacher candidates. Gaps and priorities indicate what teacher candidates are learning—or not—about equity education and suggest understandings teacher educators may need to develop to capably prepare quality teachers ready to instruct all children. Our study has implications for multiple contexts where teachers—and teacher educators—are being “asked to teach in increasingly multicultural classrooms...[and]...[adjust] to the evolving needs of learners in a world of rapid social, cultural, economic and technological change” (European Commission 2013b, 7, 9).

First, there is a growing body of international research indicating that teacher educators are in need of formal preparation (Ellis and McNicholl 2015; Goodwin and Kosnik 2013; Loughran 2006) if it is to become a deliberate, rather than an “accidental profession” (Mayer, Mitchell, Santoro and White 2011). There are indications that knowledge and skills specifically relevant to social justice and equity, are areas where teacher educators especially require support (Goodwin et al. 2014; Goodwin and Chen 2015; Merryfield 2000). Indeed, despite major reports on an international level expressing the urgency presented by changing classroom demographics (e.g. Cannon 2016; Arifin and Hermino 2017; European Commission, 2013b; OECD 2016; 2010; Public Policy & Management Institute 2017), there seems to be a gap between the work that must be done by teacher educators in pre-service teacher education and that which actually is in place. Our study, where only 76 articles of over 1,700 addressed teacher preparation in relation to diversity, provides compelling evidence that teacher educators, whether in the UK, US or Australia, need to further develop their understanding, research, and practices around social justice education if they truly intend to prepare teachers who can be advocates for vulnerable and marginalized students, and can move beyond the essential beginnings represented by Personal and Contextual knowledges.

Second, small-scale studies seem to characterize the work we reviewed; ‘this research has been criticized for being short-term, focusing primarily on individual courses, field- and community-based experiences’ (Enterline et al. 2008). This suggests the need for collaborative research so that understandings around social justice teacher education work can develop a bigger and further reach by linking and integrating smaller, like-studies into more hefty studies that can speak across contexts, countries and disciplinary boundaries. We know that funding for teacher education research is scarce, which is why collaborating around similar questions can be a strategy for putting more weight behind our findings through collective work. Our analysis

reveals that teacher educators across the globe are thinking and talking about social justice teacher preparation; in fact, many of them are asking similar questions and wrestling with similar problems, and yet they are doing so in isolation, rather than in conversation with one another. This only results in studies that are duplicative or bypass one another, thus diluting the impact of the work.

Finding a space for collective work would enable teacher educators to speak together with a louder voice. This space could begin with journals ensuring that each issue calls for a collective international study around a common question. This could initiate a different way of thinking about research and scholarship. Moreover, perhaps this collective work would help teacher educators find greater legitimacy 'at home' so that they can use their global voice to leverage partnerships with colleagues and influence administrators such that social justice content and practices can become a core theme throughout teacher preparation programmes, rather than an isolated course or activity, highly dependent on individual interest and expertise. Ultimately, the goal is more and better research on the preparation of teachers for just and equitable classroom practice if teacher educators hope to inform policy-makers (White 2016), who are also asking similar questions in different international arenas, but seldom look to teacher educators for answers.

Third, in keeping with this, social justice work should not be compartmentalized such that relevant research and dialogues appear when there is a call for a special issue. Special issues do allow focused attention around specific questions. However, diversity or social justice should not be seen as a special topic; we live in a world where there are no throw-away children, so we need to work hard for equity and treat all children as worthwhile, if only for our own self-interest and survival as a human race. This study found hundreds of articles about preservice teacher education, yet too few were underpinned by social justice goals. Disciplines

such as mathematics, science, or literacy are not neutral; professional development does not exist outside a socio-political context; teacher beliefs about preparedness can't ignore the diverse students currently occupying classrooms in countries around the world, and yet there were articles on these topics without attention to equity. Social justice should be a baseline criterion for considering any element of pre-service teacher preparation. Relatedly, teacher preparation *programmes*, rather than single, isolated courses, must be built on a framework of social justice. If we can, as an international professional community, begin to speak more consistently to social justice issues in our research and our practice, we can also begin to see connections across conversations that are educative. Unquestionably, contexts differ, yet there are many similarities in the issues facing policy makers and educators globally, rendering sharing across (inter)national borders potentially meaningful.

### **Limitations**

We are well aware of the limitations of our study. We acknowledge that the analyses we conducted are not fine-grained but instead offer a macro, big picture view of teacher educators' definition of and intentions surrounding social justice teacher preparation. This was in keeping with our trialing of the domains as an analytic tool, but also allowed us to be as inclusive as possible in our identification of relevant articles. Next steps would involve deepening our analysis and taking a more granular approach.

We feel confident that our analysis procedures were rigorous and carefully multi-layered to ensure common understandings between us as we coded and made decisions about the data. However, we too bring our personal knowledge and experiences to the process, and are conscious of being steeped in the philosophy culture and context of Teachers College, Columbia University, as both students and instructors. This undoubtedly suggests that we likely

see things in similar ways given this common history, which in turn means that other perspectives may be invisible to us as a consequence. In the same vein, we were equally aware that our vantage point cannot help but be US-centric, even while we purposefully strove to broaden that perspective by examining journals from the UK and Australia, and by drawing upon international literature.

Finally, these Domains of Knowledge for Teaching remain primarily at the level of conceptualisation. It is a framework that emerged from practice as well as available scholarship, but hasn't yet been used to inform teacher education practice. It has also not yet been empirically tested, although this study represents an initial move in that direction and has allowed us to engage it in practice.

## **CONCLUDING THOUGHTS**

The focus of this issue is innovation in teacher education. One clear innovation we endorse is the formal preparation of teacher educators for their role as teachers of teachers. We reiterate, we cannot teach what we do not know, and too much of teacher preparation is informed by too little knowledge, with teacher educators relying on their own preparation—which is in the past and always dated—on instinct, on tacit knowledge, and on trial by error. This preparation must centre on social justice teaching, not as an add-on or a contemporary trend, but as fundamental and inherent to the very act of teaching, and teaching *about* teaching. Teaching people, teaching for equity, and teaching to improve the life chances for all children, are the only goals worth pursuing. As teacher educators we must, and can, do better at achieving this (and helping our students achieve it too), but it will require all of us to engage in sustained and deliberate learning, and to think formally about a curriculum for social justice teacher educating. We cannot leave it to chance, and this would indeed be a worthwhile endeavor for the teacher

education global community. In the end, the innovation we need is actually the innovation that is in plain sight—that is, if as teacher educators we would actually do what we say we do, or do as we say we must. Change is needed; we are the ones who can make it happen.

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Table 1: Analysis of article by Gay, G. 2010. "Acting on beliefs in teacher education for cultural diversity". *Journal of Teacher Education*. 61 (1-2): 143-152.

<p><b>Step 1: Identifying articles about preservice teacher preparation for social justice to include in the sample for deeper analysis by looking at titles, abstracts, and/or key words</b></p>	<p><b>Step 2: Read the full article, paying attention to author declarations of main idea, goal, or purpose, as well as headings, primary conclusions, and key points</b></p>	<p><b>Step 3: Coding for article type, content focus, and knowledge domain</b></p>
<p><u>Title:</u> Acting on beliefs in teacher education for cultural diversity</p>	<p><u>Purpose:</u> "This discussion focuses on one of the priorities that is frequently mentioned but not developed in sufficient detail. It is interrogating the attitudes and beliefs of teacher education curricula, students, and instructors about racial, cultural, and ethnic diversity" (143).</p>	<p><u>Article type (descriptive):</u> "Evidence to support these ideas, explanations, and recommendations is derived from prior research scholarship and my own years of experience as a multicultural teacher educator" (144).</p>

	<p><u>Heading:</u> Understanding How Beliefs Affect Teaching Behaviors (147)</p> <p><u>Conclusion:</u> “Debates continue among educators over whether beliefs or behaviors should be the first targets of change in teacher education for cultural diversity. Obviously, both are of crucial importance, but I recommend starting with attitudes and beliefs” (150).</p>	<p><u>Content focus (diversity- general):</u></p> <p>“The ethnic, racial, cultural, social, and linguistic diversity that is growing by leaps and bounds in U.S. schools and society is a defining feature of our lives, even though we often try to deny its existence or minimize its significance in the educational enterprise” (143).</p> <p><u>Knowledge domain (personal):</u></p> <p>“What do prospective teachers believe about the underlying causes of the differences among their ethnically diverse students, and between themselves and their students?” (144)</p> <p>“Many prospective teachers do not think deeply about their attitudes and beliefs toward ethnic, cultural, and racial diversity; some even deliberately resist doing so” (145).</p>
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		<p>“However the priorities are configured, prospective teachers need to confront their attitudes and beliefs as well as develop content knowledge bases, pedagogical skills, and interactional abilities for teaching culturally diverse curriculum and students” (150).</p>
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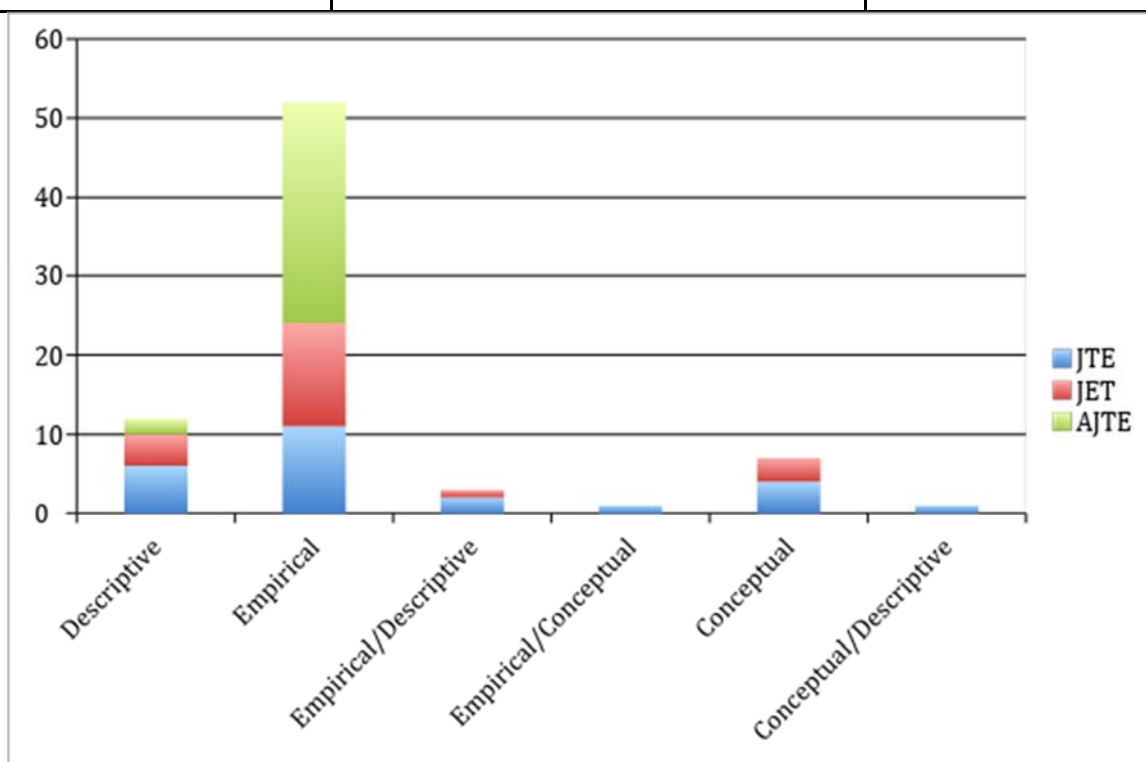


Table 2: Article Type

Article Type	Journal	Total
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	JTE (U.S.)	JET (U.K.)	AJTE (Aus)	Articles
Descriptive	6	4	2	12
Empirical	11	13	28	52
Empirical/Descriptive	2	1	0	3
Empirical/Conceptual	1	0	0	1
Conceptual	4	3	0	7
Conceptual/Descriptive	1	0	0	1
<b>Total Articles</b>	<b>25</b>	<b>21</b>	<b>30</b>	<b>76</b>

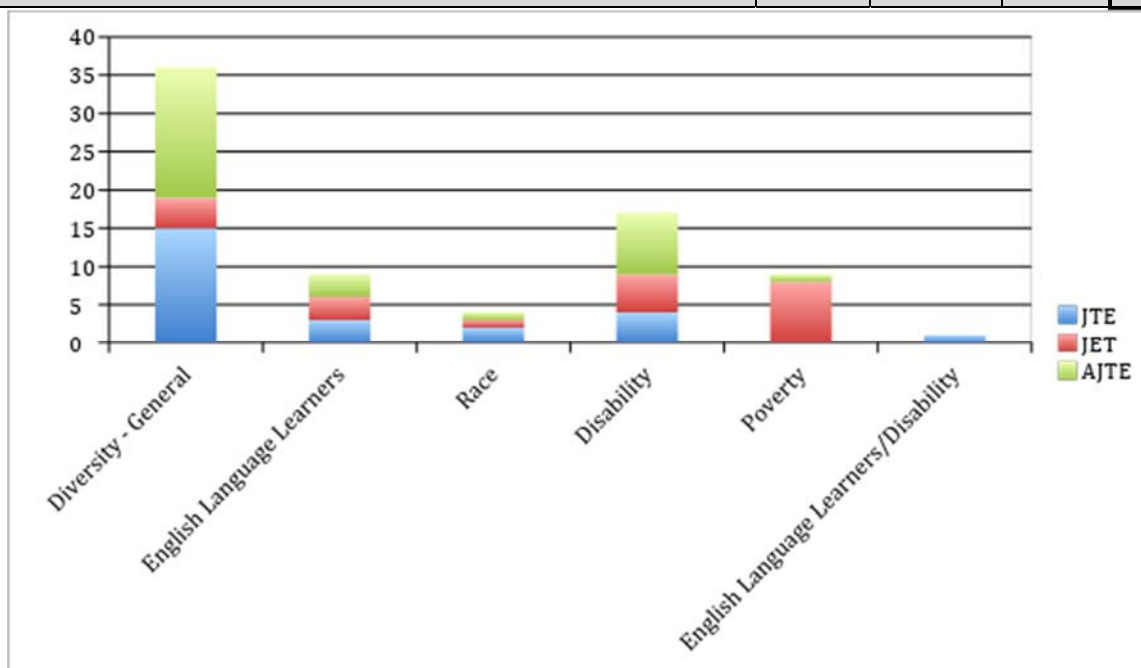


Table 3: Content Focus

Content Focus	Journal			Total Articles
	JTE	JET	AJTE	

	(U.S.)	(U.K.)	(Aus)	
Diversity – General	15	4	17	36
English Language Learners	3	3	3	9
Race	2	1	1	4
Disability	4	5	8	17
Poverty	0	8	1	9
English Language Learners/Disability	1	0	0	1
<b>Total Articles</b>	<b>25</b>	<b>21</b>	<b>30</b>	<b>76</b>

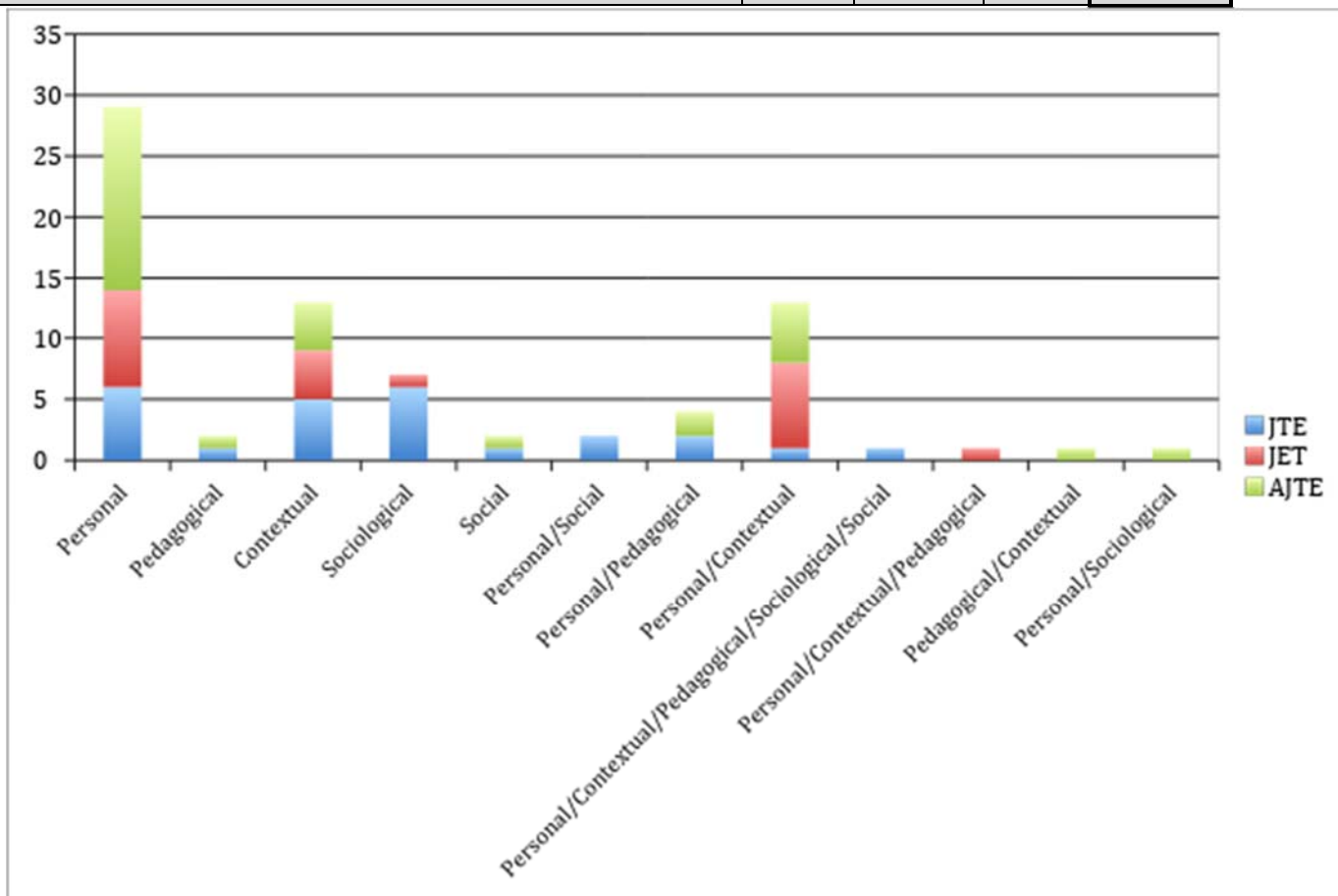


Table 4: Knowledge Domains

Knowledge Domain	Journal			Total Articles
	JTE (U.S.)	JET (U.K.)	AJTE (Aus)	
Personal	6	8	15	29
Pedagogical	1	0	1	2
Contextual	5	4	4	13
Sociological	6	1	0	7
Social	1	0	1	2
Personal/Social	2	0	0	2
Personal/Pedagogical	2	0	2	4
Personal/Contextual	1	7	5	13
Personal/Sociological	0	0	1	1
Pedagogical/Contextual	0	0	1	1
Personal/Contextual/Pedagogical	0	1	0	1
Personal/Contextual/Pedagogical/Sociological/Social	1	0	0	1
<b>Total Articles</b>	<b>25</b>	<b>21</b>	<b>30</b>	<b>76</b>