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Innovation and Accountability in Teacher Education: Setting Directions for New Cultures in Teacher Education. By Claire Wyatt Smith and Lenore Adie (Editors), 2018. 340 pp.

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1. Introduction

1.1. Overview of the Book

Wyatt-Smith and Adie's book introduction makes a strong case that teacher quality is key to better results. Three major teacher education innovations are described in this book. Many international reviews of teacher education and reform attempts have been published in the last decade. This textbook encourages governments to evaluate schools and beginning teacher education applicants (in Australia, both at intake and in national assessment before completion). Thus, this book focuses on curriculum orientation consistency since teacher opinions on curriculum orientation affect curriculum decision-making, teaching methodologies, and strategies (Cheung & Ng, 2000). Teachers are crucial to encourage and help students through varied learning and teaching methods. In a fun learning environment, teachers can help kids acquire values like acceptance and respect (Mak et al., 2018). Wyatt-Smith and Adie emphasize 'the complex ecologies of teacher education' (p. 13) using chapter contributors from Scotland, Norway, South Africa, Hong Kong, Singapore, Canada, the USA, New Zealand, and Australia. Traditions and culture mediate global imperatives in teacher education. The book's worldwide perspectives are motivated by the need to create a scholarly platform for critical teacher education concerns in the 21st century and stimulate fresh, evidence-based thinking.

1.2. Summary of the Book

Claire and Adie (2018) have 19 chapters in three parts. *The first part*, "Accountability and Change in Teacher

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Education,” discusses accountability and change and the ongoing tension between trust, accountability systems, and quality. High-stakes testing and government control, teacher professional standards, curriculum content with the push for ‘21st skills’, and pedagogical challenges for experienced and beginning teachers are discussed in these chapters. In this accountability agenda, chapters discuss pre-service teachers’ classroom preparedness, which is becoming increasingly important to initial teacher education’s reputation and student learning. A chapter outlines Australia’s adoption of Teacher Performance Assessments to assess new teachers’ classroom readiness.

The second part, “Preparing Teachers for Diverse Learners and Contexts,” explores early childhood education, inclusive education, assessment-capable teachers, and the challenges of first placements, professional identities, and teaching in classrooms and curriculum fields they feel unprepared for. International contributions are included. Teacher educators’ complicated and shifting responsibilities in universities and their challenges in helping pre-service teachers’ development are also discussed. This section of the book discusses teacher preparation, identity, formation, and ‘belongingness’ in initial teacher education programs and institutions.

The book’s final section, “Partnerships and Professional Cultures,” discusses teacher education and learning, specifically how professional experience placements connect academic and field learning. This section’s chapters from Australia, South Africa, Ireland, and Hong Kong demonstrate ITE’s struggle to create new curriculum models that involve professional relationships. These chapters demonstrate the ITE program’s new space for professional competence, redefining theory-practice interactions in teacher education. The last chapter discusses global topics, including teaching status, partners, research location, governance, performability, accountability, and digitization, emphasizing their importance across cultures and situations. The profession must foster a culture of study and inquiry to stress its self-renewal and address the lack of research evidence and strength.

1.2.1. Chapter 1

“New Cultures in Teacher Education” by Smith et al., *emphasizes the need* to study beginning teacher education, professional standards, and performance assessments. This chapter also discusses how national reviews and reform agendas that emphasize the need to improve initial teacher education and student learning and achievement relate to education policy, with curriculum initiatives that emphasize developing young people’s well-being, creativity, innovation, and problem-solving skills individually and in teams. Early study

indicates ways to improve ITE (Initial Teaching Education) programs and their impact on student learning. Most crucially, the quality of education is the government’s strong and growing interest in evidence of schooling’s quality and efficacy, together with developments in testing, machine marking, and reporting efficiency.

In this complex environment, foreign governments are increasingly interested in standards, performance assessments, recognition, and remuneration. Professional standards are related to accreditation or membership into the guild of professional knowledge, abilities, and attitudes. Legal, and corporate community standards describe what it means to be recognized within that community—what information is needed, how to utilize it in practice, how to interact with others, and how to address ethical practice requirements. Standards and evidence are key to determining if a practitioner is ready for safe, autonomous practice. Rules of conduct have long controlled teachers, but professional standards require evidence-based practice. Many countries are strengthening accreditation institutions that define and monitor teaching and school leadership standards. Professional standards and school and teacher performance data analytics are increasingly important. In several nations, teacher professional standards are new to initial teacher education.

The chapters provide insider insights into the various ecologies of teacher education—different perspectives on teacher preparation in times of global transformation. The chapters emphasize contextual teacher preparation. It is always linked to culture and context, which influence attitudes, values, and thinking about schooling, communities, change, and teachers’ and students’ role in shaping the world. The editors encourage readers to investigate ways of doing and being in specific situations (countries, states, institutions), as change is common. We conclude that the chapters give new perspectives on important questions: Who and how do teacher preparation actors interact? Teacher education quality: how can we tell? Where can we hear teacher educators, pre-service teachers, and school-based educators’ voices? Where do new teacher education players, such as hiring authorities, fit in? These topics need answers because teacher education research is young and needs collaboration in the new chorus line for innovation and improvement. Together with these two writers, we suggest that readers notice in the chapters the problems of developing successful collaboration, which is crucial in our ‘critical times’ (Menter, 2013), while tackling the difficult concerns of evidence and quality in teacher education.

1.2.2. Chapter 2

“Accountability in Teacher Education in Norway: A Case of Mistrust and Trust” by Smith, related to national

educational traditions and ideas, are strongly ingrained in the system, and policymakers struggle to balance worldwide trends with national context. This chapter focuses on quality assurance directives representing European mistrust and trust. Even though Bologna texts claim that quality assurance standards foster trust between countries, this is not the case. Four components comprise the quality assurance system. The first level is internal, and institutions are urged to self-evaluate their quality assurance processes. Second-level quality assurance is usually done by agencies authorized by the national government to accredit programs and evaluate existing programs, staff competence, research activity, and, to a lesser extent, teaching quality. Measurement and assessment are challenging for the latter. Third, national agencies must be registered in the European Assurance Register for Higher Education and evaluated to gain registration. Fourth, cross-country quality assurance operations allow one country's agency to assess another's institutions (Crosier et al., 2012). From this chapter, Norway may have handled accountability, autonomy, suspicion, and trust in its teacher education system better than many other countries. However, we are greatly impacted by global trends, and policymakers may seem to quickly adopt accountability systems from elsewhere without considering the national and local context. Not much adaptability. Crooks's (2011) work on intelligent accountability can inform our attempts to enhance Norwegian teacher education.

1.2.3. Chapter 3

"Notes from a Small Country: Teacher Education, Learning Innovation and Accountability in Scotland" by Hayward, examines the trajectory of teacher education in the 21st century in different countries in what Claire and Adie call 'a crucible of change in teacher education' impacted by unprecedented sociocultural and economic change and technological advances. The profession supported the Donaldson (2011) Report's lifelong teacher education vision. The government implemented its suggestions. This comprehensive reassessment of teacher education may have succeeded for various reasons. Scotland is small and has similar ideals hence the findings fit with Scottish society. Education, high-quality professionalism, and the teacher's essential position have always been important to Scotland. Second, teacher educators may have been relieved that the Donaldson Report (2011) had strongly supported partnerships between universities, local authorities, and schools, in contrast to the proliferation of routes into teacher education in England, such as private organizations and school-based training. Smithers et al. (2012) found 348 providers for 35,790 English initial teacher education students. Third, the report's inclusive model leveraged the policy process to establish agreement. Perhaps most importantly, Donaldson

left control of the profession with the profession and supported a model of accountability that sought to set high entry standards, improve career-long professional development, promote high-quality leadership, and encourage standards-based professional engagement for all teachers.

1.2.4. Chapter 4

"Lost in Transition: Learning to Teach in the Era of Test-Based Accountability" by Ro, focuses on how neoliberal philosophy drives educational policy and practices in many countries. The premise that teachers are the key performers who educate the nation's future workforce drives its focus on teacher quality and accountability in education (Spring, 2011). Neoliberalism's current prevalence is also having a big impact on teacher education. Teacher education programs are pressured to produce high-quality instructors who can enhance student performance since teachers are also expected to help improve student outcomes (Cochran-Smith et al., 2013; Lewis & Young, 2013). This chapter focuses on low, moderate, and high accountability levels and how teacher education may prepare candidates for a test-based accountability system that may differ from their original preparation. This chapter promotes critical thinking, professional development leadership, and educational system change. The knowledge base for teaching, as defined by Shulman (1987), includes topic knowledge, student information, classroom management, and assessment. Recognizing teachers as proactive learners who can manage their professional development is crucial to helping rookie instructors learn under test-based accountability. This perspective sees teachers as change agents working to alter social conditions that affect student learning and well-being (Hargreaves & Fullan, 2015). More study is needed to prove this strategy is a viable alternative to standard teacher training. Studying how teachers use and enhance their practical expertise in a test-based accountability system is important.

1.2.5. Chapter 5

"The Explicit Nature of Educational Goals for the Twenty-first Century" by Care et al., discusses how "Sustainable Development Goals" influence education goals by guiding educators in reform efforts, beginning with curriculum innovation to enhance educators' understanding of skills and teachers' ability to demonstrate these skills. Education systems have traditionally utilized a content-based knowledge approach focused on memorizing and recalling information. This instructional method emphasizes academic areas such as language, mathematics, natural sciences, and history. To achieve systemic change, all three components of the education system - curriculum, assessment, and pedagogy - must be considered (Wyse et al., 2015). Teachers' perceived

talents and desired capabilities, including creativity and assessment abilities. Teachers recognized operational difficulties, which included insufficient resources, unclear curriculum on integrating competencies, time constraints in packed curricula, and absence of evaluation frameworks. Teacher education should align with current curricular, pedagogical, and evaluation methods to effectively contribute to educational progress (Menter, 2016). Current practice shows that a significant portion of pre-service teacher preparation is not aligned with actual education delivery and does not effectively drive change. Several pre-service teacher education courses have not adapted to the necessity of transitioning away from transmission-based educational methods (Saavedra & Opfer, 2012),

1.2.6. Chapter 6

“Challenges for Initial Teacher Education in the Context of ‘Twenty-first Century’ Learning Imperatives,” by Hipkins et al., *utilize the six principles defined in this research to emphasize the significant changes to practice envisioned by future thinkers in education.* Embracing a future-oriented approach places significant expectations on instructors, necessitating them to adopt a new mindset and behavior compared to the past (Gilbert et al., 2015). Gilbert (2013) mentions the lack of research on the implications of future-oriented teaching practices for individual instructors. This research focuses on the importance of competencies and capabilities in the curriculum. It focuses on their pedagogical implications in e-learning and the challenges of teaching in flexible learning spaces and innovative learning environments (ILEs). Competences, capabilities, or essential competencies are defining characteristics of 21st century curricular frameworks. E-learning technologies can be utilized for traditional knowledge transmission or to enhance students’ literacy in accessing and using knowledge claims in online settings. Teachers must be proficient in handling disciplinary information in ways that may differ from their own educational experiences. In this chapter, we have examined how teacher education programs might better assist new teachers in addressing the challenges of meeting twenty-first-century learning requirements. Research indicates that experienced instructors may find it challenging to implement the innovative teaching methods recommended in forward-thinking discussions, suggesting that these changes are not yet common in their teaching approach.

1.2.7. Chapter 7

By Alexander emphasizes that “*Conceptions of Readiness in Initial Teacher Education: Quality, Impact, Standards,*

and Evidence in Policy Directives,” related to the quality of the teacher is widely recognized as the most crucial school-based component in student learning in educational and political settings (Hattie, 2008). Initial teacher education (ITE) is affected by the emphasis on the quality of instructors and instruction. Recent political involvement in evaluating and overseeing Initial Teacher Education (ITE) programs in various global settings has primarily emphasized the influence of teacher training programs on the caliber of teachers they produce. The chapter explores the conceptualization of preparedness in Initial Teacher Education (ITE) and its potential use in teacher training. This chapter has recognized an increasing focus globally on the notion of preparedness in Initial Teacher Education (ITE), which has been amplified in Australia. The political review process documentation investigated three preparedness concepts and their implications for ITE procedures and practices. The idea of preparedness was shown to be crucial in determining when new instructors are adequately prepared for the challenges of teaching in modern classrooms. The concept of conceptualizing readiness should focus on defining readiness and understanding how it is recognized. The TEMAG documentation suggests that the theory of prepared for the profession is the most effective approach for thinking and assessing readiness. Due to the tendency of policy advisers and bureaucrats to closely monitor reforms internationally, this study is significant for the teaching profession. It presents a chance to establish teaching as a profession and enhance the professional status of teachers.

1.2.8. Chapter 8

“*Research-Informed Conceptualization and Design Principles of Teacher Performance Assessments: Wrestling with System and Site Validity,*” discusses creating an Australian teacher performance evaluation and professional standards, active professionalism, and teacher performance assessments by Adie et al., . This chapter proposes that Initial Teacher Education (ITE) reform must address standards (statements of anticipated professional competence) and proof requirements (demonstrations of standards compliance). This applies to Australia’s teacher performance assessment (TPA) initiative. The chapter initially introduces worldwide ITE teaching performance evaluation using international research and policy sources. Higher education institutes (HEIs) that offer ITE are regulated and quality-controlled through program design and alignment with professional standards. Still, in many nations, they are now held accountable for teaching graduates knowledge and skills to improve student learning and achievement. Standard 5.4 of the Professional Standards emphasizes teachers’ capacity to use evidence to improve teaching and learning. Recent research (Wyatt-Smith et al.,

2019) found no classroom data analysis or usage expectations. Teachers can also use standards to be active professionals, with their own decisions and obligations as leaders of children's learning (Furlong, 2012). The growing recognition of teachers' role in aligning curriculum teaching and assessment (Wyatt-Smith & Gunn, 2009) and promoting student engagement in learning through assessment practices (Hattie, 2008) puts pressure on this aspect of teacher preparation. Newly linking systemic requirements, ITE academic programs, and professional experience placements spans theory, practice, and policy. The second step of our work shows that mature professional norms and evidence necessitate cross-institutional moderation. This new age will allow standards and evidence to come together and connect system and site validity in transformation processes.

1.2.9. Chapter 9

"Analysing Curriculum Orientations of Kindergarten Curriculum," examines Barley Mak, Chrysa Keung, and Alan Cheung's kindergarten curriculum orientations by Mak et al.,. This chapter discusses the kindergarten curriculum framework, the earliest stage of children's learning and essential for lifelong learning and whole-person development (Barley Mak & Cheung, 2018). Kindergarten education provides fair access to quality early childhood education and care so young children can learn and grow healthily. Student learning begins with lifelong learning, and teacher education's orientation curriculum (objectives, content, structure, teaching techniques, learning activities, and evaluation methods) guides teaching approach decisions. A Hong Kong kindergarten curriculum reform case study focuses on child-care centers. Their curriculum studies show that teacher opinions about curricular orientations affect curriculum decisions, instructional methods, and techniques. They describe kindergarten curriculum orientation's academic, cognitive, social reconstruction, humanistic, and technological aspects. This chapter shows how this review may help Hong Kong kindergarten instructors choose curricula. Understanding the curriculum guide is crucial since it affects teaching and learning.

1.2.10. Chapter 10

"Engaging with Ambivalence: The Neglect of Early Childhood Teacher Education in Initial Teacher Education Reform in Australia," by Nutall. Joce Nuttall explores the issue of neglecting early childhood teacher education in initial teacher education reform in Australia.. He discovers substantial implications for Australian early childhood beginning teacher education researchers in curriculum and practices. This chapter develops a common language and framework for assessing five-

year-olds to inform early childhood education centers and schools about skill levels and contextual factors to help them make curriculum and pedagogy decisions. This chapter emphasizes beginning teacher education, although early childhood education impacts policy reform (Moss et al., 2016). Researchers found that most settings offer strong emotional support to children, with rare instances of inadequate emotional support.

1.2.11. Chapter 11

"Preparing Teachers for Assessment in Schools: The Influence of Teacher Educators," focuses on the preparation of teachers for assessment in schools and examines the impact of teacher educators, as discussed by Christopher DeLuca, Andrew Coombs, and Ann Sherman. This chapter examines assessment practices in Canadian schools and teacher education programs, focusing on the assessment goals of teacher educators and their response to the ACAI. They deduced from the literature analysis that instructors' abilities and expertise are not the only factors at play but also how teachers perceive assessment, which becomes apparent when their basic aims in the assessment are evident. This chapter examines teacher educators' assessment attitudes and priorities to measure their effect. We want to and explore how teacher candidates' classroom assessment preparation and their classroom experiences. According to Brookhart (2017), teacher candidates' repertoire of effective teaching practices on the beliefs about learning and the approach to assessment espoused by the respective teacher educator. By challenging themselves, future educators will re-imagine the role of and evaluation in the classroom and how it might contribute to smart accountability and improved student learning.

1.2.12. Chapter 12

"Looking for Synergies to Meet the Challenges of Teacher Education," by Bronwen Cowie and Beverley Cooper, discusses the need to identify synergies to address the problems associated with teacher education. This comprises mapping the terrain, reacting to the need for numerate citizens, responding to the need to improve the capacity for learning throughout one's life, and reflecting on the possibility of synergies. Within this chapter, New Zealand serves as a case study that focuses on the objectives of school curricula, the criteria of performance for university graduates, and the requirements for teacher performance for graduation and practice. These altering student learning expectations affect students, instructors, and teacher educators (Windschitl & Stroupe, 2017). They may require teachers and teacher educators to learn new things about their subjects, particularly about the inquiry methods used and how competencies like communication and collaboration manifest in their

subjects. They may need to understand to educate for outcomes they have not experienced. We should prioritize system coherence given these needs (Cuban, 2013). In this chapter, they examine student, teacher, and teacher-educator expectations that may overlap. They emphasize early teacher educators' requirements since their learning needs have been neglected despite being linchpins in educational reforms (Cochran-Smith 2003) their learning needs have been neglected despite being linchpins in educational reforms (Cochran-Smith 2003). This chapter wishes to demonstrate the value of teacher educators identifying and utilizing synergies across the curriculum and performance objectives for students, teachers, and themselves. They also can see value in Kress's (2000) concept of learning to identify connections.

1.2.13. Chapter 13

"Enhancing Inclusive Education Through Teacher Education Reforms," Joy Cumming, Megan Tones, Chantelle Day, and Elizabeth Heck discuss increasing inclusive education through teacher education changes. Their qualitative analysis indicated that student diversity in modern classrooms greatly affects instruction. Australia, Canada, Ireland, New Zealand, the UK, and the US have high-quality education systems and resources. Attitudes and values extend beyond instructors to the school atmosphere and student beliefs (Avramidis & Norwich, 2002). The next research should examine teacher educators' views on inclusive education, their effects on students, the structure of teacher education programs, and how to improve inclusive education. The content analysis found numerous relevant diversity and inclusion parts, most linked to inclusive teacher preparation and practice and focused on disability, equality, and accountability. Their content analyses showed that teacher education reform texts and related materials address equity in education and teacher training for inclusive education practices for all children to varying degrees. They disagree on teacher education improvements. Content and approach preparation are insufficient to prepare teachers for inclusive classroom education. Many factors affect inclusive practice with disabled kids, according to research. Self-efficacy training and support affect mainstream inclusive education teacher performance (Pearce et al., 2010).

1.2.14. Chapter 14

"Does Quality Initial Teacher Education End? Conceptualizing Becoming a Teacher: Lessons from the Field asks where great beginning teacher education ends" by Plessis. Anna E. Du Plessis: field lessons on teaching. ITE, awareness of teaching's everydayness, the theoretical and methodological approach that supports the conversation, methodological procedures, and field messages: empirical evidence supporting

and clarifying the relationship, shifting from ITE to a culture of ongoing professional development in schools, educating candidates for linked pedagogy, knowledge, and influence, altering teaching practices begins with ITE and continues beyond The cycle of becoming a teacher continues...and staying in the profession, counterarguments, action consequences, and the next crucial questions. This chapter suggested that starting teachers' competence and teaching quality are challenged when they lose connection with their topics. When starting instructors struggle to teach unqualified subjects, their self-efficacy, self-esteem, and confidence suffer. Most critically, teacher education improves teaching and learning (Plecki et al., 2012). This chapter presents empirical data-based field communications to demonstrate how ITE prepares graduate teachers for the profession and beyond. It affects pre-service teachers' ability to meet school goals (Hahs-Vaughn & Scherff, 2008). In particular, educational situations compel instructors to critically evaluate, reconsider, and review their talents, competencies, and views regarding teaching quality. Classroom operational pedagogical content knowledge requires knowledge for, in, and of practice (Cochran-Smith & Lytle, 1999).

1.2.15. Chapter 15

"Early Career Teachers' Perceptions of Initial Teacher Education," discusses the opinions of early career teachers regarding their first teacher education, as researched by Alex Kostogriz. This chapter mostly discusses the efficacy of basic teacher education. Questioning this invites censure from the media. In the present context of teacher education, judgment can be made prospectively or retrospectively. This chapter contends that when examining the graduate teachers' views on the success of Initial Teacher Education (ITE) in preparing them for employment and their effectiveness as novice instructors, the standards offer only a basic direction. Furthermore, research on teacher perceptions has been conducted. Various educational challenges, individuals, and self-reflection have been thoroughly investigated by researchers (Cochran-Smith et al., 2008; Flood et al., 2015). The main objective is to revive the perspectives of beginning teacher education among graduating teachers as they move into the workplace and to determine the beneficial aspects of different programs according to their opinions.

1.2.16. Chapter 16

Is titled *"Revisiting the Teaching Practicum: Effecting Innovation or Entrenching the Status Quo?"* by Kajee. The article "Reflections from an ITE Program in South Africa" discusses the impact of altering the teaching practicum on promoting innovation or maintaining the current state of affairs. Anil Kanjee's reflections on

an ITE program in South Africa. Rousseau Rousseau (2014) states that the main goal of the strategy is to synchronize teacher education credentials with the Higher Education credentials Framework (HEQF) to strengthen the connection between theory and practice, foster active knowledge, and inspire practical knowledge that is contextually relevant. Developing a Framework for Effective Teaching Practicum Experiences. The teaching practicum, also known as clinical practice, is considered a crucial element of any Initial Teacher Education program for effectively preparing students for the teaching profession (Clemans et al., 2017). Seven concepts presented by Korthagen and Wubbels (1995) were utilized for restructuring the ITE program at TUT to meet student teachers' expectations, needs, and practices. Students are prepared for the teaching practicum through both theoretical and practical components in the professional studies course. During the practicum, students encounter crucial aspects such as thorough preparation by the professor, valuable lessons, and constructive comments. As a result, several significant obstacles also arise. Endorsed Received Most participants in the Practicum found their lecturers to be useful. However, a greater number of participants rated them as extremely helpful compared to those who found them not at all or moderately helpful. During the practicum, TUT participants reported positive gains in assessment knowledge and skills, particularly in formative and summative sections. Conversely, participants from other ITE programs reported no gains in knowledge and skills related to test development, memoranda, reporting and using test results, and peer and self-assessment.

1.2.17. Chapter 17

Titled "School-Based Work in Initial Teacher Education: Responding to Policy in Practice," discusses the implementation of school-based work in beginning teacher education in response to policy by Bernadette Ni Aingleis and Anne Looney. This chapter delves into the history of school-university cooperation in Initial Teacher Education (ITE) in Ireland, focusing on school-based activities in ITE. It also discusses student teachers and the practicum. Additionally, there is a relationship focused on teacher professional development between a Higher Education Institution (HEI) and schools in Ireland, which might potentially lead to substantial advancements in placement partnerships between HEIs and schools. This chapter will examine the historical development of school-university collaborations in Initial Teacher Education (ITE) in Ireland, focusing on the school-based activities carried out by ITE students. We will analyze important policy papers and consider larger national and international effects. This chapter primarily discusses the challenges student instructors face during their practicum, particularly concerning new ideas about

placement in universities and opportunities to engage with other communities of practice, as proposed by Wenger (1999). These difficulties and possibilities provide a chance to broaden the discussion and enhance the knowledge of individuals involved in Initial Teacher Education in Ireland.

1.2.18. Chapter 18

"Designing for Integration in Initial Teacher Education Curricula: The Hong Kong Postgraduate Diploma in Education," discusses the integration of teacher education courses in the Hong Kong Postgraduate Diploma in Education, as presented by Susan Margaret and others. When redesigning the Postgraduate Diploma in Education (PGDE) at the University of Hong Kong, we concentrated on system enhancement to fundamentally rethink the idea of 'teaching' inside our postgraduate teacher education program. The presentation will cover topics such as the competence movement, inquiry-based curriculum designs, evidence-based methods, redesigning the PGDE, and PGDE curriculum components. Following the Hong Kong outcomes-based techniques, PGDE exams were created to enhance curricular integration. The PGDE reform team recognizes the necessity of continuously evaluating the new curriculum model's influence on Initial Teacher Education (ITE) in Hong Kong to ensure future development, refinement, and quality assurance, as Ingvarson and Rowley (2017) highlighted.

Ian Menter's chapter 19, "Teacher Education in a Crucible of Change" emphasizes global teacher education transformation. Talks about global context. Sahlberg says the GERM comes from the worldwide Education Reform Movement. It also discusses the UK experience. It shows the government's control of teacher education and national identity. This chapter compares the professionalization/universalization and de-professionalization/de-universalization trajectories. Partnership and roles in teacher education, power and control in teacher education-governance concerns, performativity and accountability, the emergence of standards, and technology and communication-digitalization are discussed. In contrast, this book describes, finds, and provides more instances of variation in teacher education in different nations, especially industrialized ones, to improve student learning outcomes by changing practice. I would add instructor responsibility and incentives.

First, Klein et al., (2004) demonstrated that effective teacher accountability links teacher quality to student learning results. This chapter also discusses three accomplished teacher initiatives: evaluations for the Victorian Experienced Teacher with Responsibility (ETWR), the Western Australian Level 3 Classroom Teacher position (L3), the UK 'Threshold' classification, and recent state developments in teacher registration

evaluation across all Australian states and territories. Klein et al., (2004) concluded that successful student learning depends on instructors' knowledge, abilities, and assessments that handle instructional difficulties. Teacher unions seek professional teaching standards, which will be more successful if the government uses authority. In conclusion, teaching is crucial to student learning. If combined with professional regulations controlling accreditation and licensure, professional standards can improve quality and push schools to succeed (Darling-Hammond, 2020). Experienced teachers may promote standard curriculum and testing using assessment procedures. It also discovered that performance-based accrediting techniques evaluate teaching effectiveness and assist develop it simultaneously.

In summary, accountability is important in professional standards that include professional teaching. Nawab (2020) discovered that a lack of monitoring and accountability diminishes rural Pakistani teachers' professional development interest. A well-designed teacher professional development program relies primarily on monitoring and accountability. Practice impacts teacher and student success when well-designed. Teacher responsibility includes instructional quality, professional standards, and monitoring. Motivation, second. Motivation is internal or externally affected behavior. Motivation has intrinsic and extrinsic subcomponents (Ryan & Deci, 2000). Intrinsic motivation is behavior towards fulfillment, enjoyment, and skill progress (Coon et al., 2012). Extrinsic motivation comes from competition, performance, incentives, duties, and assessment. Both motivations drive instructors to perform, instruct, communicate, engage, and teach. Successful pupils give teachers a sense of accomplishment. Call it innate motivation. Teachers must be motivated to help students attain educational goals to increase learning results. Even though today's learning tools may be available online, Amtu et al. (2020) showed that teachers are crucial to enhancing student engagement, motivation, learning outcomes, and accomplishment. Teachers must exchange course information, give appropriate tasks, and teach new methods to increase student learning results. Instructors must work well with colleagues, school management, and students to improve student learning.

2. Analysis and Reflections

The new series Teacher Education, Learning Innovation, and Accountability begins with this book. The book covers teacher education research, practice, and policy in varied geographic, social, and political situations. Teacher growth from early training to graduate classroom practice in an escalating culture of norms and control is examined. The book series provides a discussion and analysis of teacher preparation, certification,

ongoing professional development, ongoing professional development, and related practice and policy forces for change and reform. The debate and analysis are informed by research. While simultaneously providing a one-of-a-kind connection to the reality of pre-service classroom instruction and workforce preparation, the series offers a platform for promoting and disseminating research concerning teaching as a profession of choice. It takes into consideration research on teacher formation that opens up problems that are not often connected: what teachers need to know and be able to accomplish, as well as who they are, namely the person of the teacher and their capacities in contributing to the personal growth and wellness of their pupils.

The current study of Vidergor (2023) examined whether instructors regarded themselves as creative and how this influenced their distance learning self-efficacy, accountability, and teaching methods. A questionnaire with four components was given to 200 Israeli elementary and secondary school teachers. Researchers found that instructors' self-innovativeness affected their distance learning self-efficacy, accountability, and instructional methods. Work experience strongly influenced self-innovativeness, and older, more experienced instructors saw themselves as more innovative in distant learning applications than less experienced ones. Second, professional growth influenced distant learning teaching methods but not self-innovativeness. The study suggests that self-innovativeness may boost instructors' self-efficacy, accountability, and distant learning practices. Professional development programs should promote instructors' self-innovativeness and encourage them to build unique hybrid learning combinations. This book explains how instructors' self-innovativeness influences accountability, distance learning self-efficacy, and instructional techniques. The study found creative instructors are more accountable for their teaching, more equipped to cope with distance learning, and better at using distance learning strategies. The study discovered that self-innovativeness influences all other parameters. Indeed, as self-perception varies with age, the manuscript's findings suggesting older instructors had a greater self-reported innovativeness level may be biased. Qualitative methods that explain factor patterns might improve self-report measures. Future research may benefit from teacher interviews to determine how job experience affects self-innovativeness.

Conclusion and Implications

Teachers had to adopt technology quickly to use distance learning. Experienced instructors said they could handle this unexpected transition better because they could produce, present, and implement new ideas and had more inner accountability than novice teachers. However, all instructors said they could use distance learning in their

classes. This means that rookie teachers, who had lower self-innovativeness, depended on the distance learning courses. In contrast, more experienced instructors, who had greater self-innovativeness and inner accountability, relied on them to use remote learning methods in their classrooms. This book primarily focuses on kindergarten curriculum orientations that have value and represent essential developmental stages, as shown in this book. This book, concentrates mainly on kindergarten curriculum orientations, which have value and represent imperative developmental stages. In kindergarten, social reconstruction and cognitive processes dominate all curricular orientations. Kindergarten programs promote morality, social responsibility, and participation. Moral development teaches kids their values, right and wrong, emotions, etc. Teachers are essential to implementing ideas and succeeding. This book discusses Hong Kong and teacher education. After that, Hong Kong-specific teacher education, professional learning, and agency concepts are examined. Then, this book examines new methods of conceptualizing teacher agency in teacher education and its implications for policy, practice, and research as we envisage the future of teacher education and education (Campbell, 2023).

Lesson-learn from this book, Fung and Lee (2008) found that teachers' attitudes and competence in developing and conducting activities impact curriculum uptake. These curricular orientations help teachers create school-based learning objectives and assess their teaching. This lets teachers tailor lessons to youngsters' talents and interests. The findings show that stakeholders' engagement in reform design and execution gave the Italian autonomy with accountability system its unique characteristics. School autonomy and accountability initiatives have raised questions about autonomy, innovation, and accountability. While these three factors are closely associated in policy formulation, various scholars point out their conflicts (Mentini & Levatino, 2023). Applying these core concepts from this book to Cambodian educational contexts, secondary school teacher accountability has not been studied. What is the model of teacher accountability for lower secondary schools in Cambodia, and how can it be measured? Cambodia lacks a teacher accountability approach to improve student learning outcomes. Studying the teacher accountability model might help you comprehend Cambodian lower secondary school teacher accountability. Therefore, policy, academic, and practice levels should examine it to build a teacher accountability model in Cambodia to improve student learning.

The Royal Government of Cambodia (RGoC) should consider adopting the teaching practicum model from South Africa to enhance its teacher education programs under the Framework for Developing Effective Teacher Education Programs (DETEP). The DETEP framework offers a valuable structure for consolidating the teaching

practicum within the broader ITE curriculum. The ITE program was restructured based on the seven principles suggested by Korthagen et al. (2006) to expectations, needs, and practices in schools. Initially, learning about teaching entails consistently facing contradictory and opposing requirements. Secondly, understanding teaching involves examining knowledge as something to be formed rather than as something already formed. Thirdly, acquiring knowledge about teaching necessitates a transition in emphasis from the content to the student. Indeed, knowledge acquisition in teaching is improved by -student-teacher research. Acquiring teaching knowledge necessitates focusing on aspiring teachers collaborating closely with their colleagues. Understanding teaching necessitates significant connections across schools, universities, and student teachers. Learning about teaching is improved when teacher educators demonstrate the teaching and learning methods recommended in the curriculum via their practice. The DETEP framework's core concepts include: 1) educators recognizing assessment as crucial in teaching and learning and knowing how to incorporate it; 2) educators understanding assessment purposes, methods, and effects and providing constructive feedback to learners; 3) educators designing and managing formative and summative assessments suitable for learning levels and purposes, meeting accrediting bodies' requirements; 4) educators maintaining detailed assessment records; and 5) educators comprehending how to interpret and utilize assessment results to enhance learning programs. Hence, innovation and accountability in Teacher Education in Cambodia are crucial subjects. Examining creative teaching techniques and implementing accountability mechanisms might enhance education in Cambodia. This may result in novel educational paradigms in teacher training that prioritize improving teaching effectiveness and student academic achievements.

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Credit authorship contribution statement

SAUTH Syna: drafting, editing and writing the whole paper. The author has read and agreed to the published version of the manuscript.

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