

## **Journal of Social and Policy Sciences (J-SAPS) Special Issue**

### **Call for papers**

#### **TEACHERS AND TEACHER EDUCATION**

Guest Editors

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Teachers are central to education systems across the world. While good teaching has been a focus of scholarly reflection for a long time, the universalization of education has also turned it into a public policy issue. Introduction of free universal primary education (UPE), as set out in the first Education for All (EFA) framework in 1990, has increased the demand for trained teachers in response to huge and rapid increases in the student enrollment. The gaps between teacher demand and supply have resulted in severe shortages of qualified teachers in developing countries. Teacher shortages plague many education systems often undermine the effectiveness of interventions aiming to improve student access to quality education. These problems call for a scholarly effort to develop insights about teaching and teacher education in different contexts.

Researchers have formulated problems of teaching and teacher education from the perspective of both policy and practice. Policy scientists have attempted to develop insights about policies governing recruitment, preparation, and professional conduct of teachers. Educational researchers, in general, have looked at the issues of curriculum and instruction in the classrooms and teacher education programs. Notwithstanding these perspectival differences, much of this research ultimately aims at improving the quality of instruction. It has also produced a plethora of reform proposals to improve the quality of teachers, and ultimately of teaching. In Pakistan, for example, several new approaches have been tried out in both pre and in-service teacher education, such as, the new four years long Bachelors in Education program and the Continuous Professional Development (CPD) system in several provinces. There is a need to know more about the effects of these new initiatives on the professional lives of teachers.

To critically understand the role of teachers in the modern educational systems, many questions are worthy of exploration by the researchers and educationists. Who are the individuals who predominantly make up the teaching cadre? Who are the individuals engaged in preparing teachers, namely the teacher educators, and what qualifies them to do such work? What influences the practices of teachers? What shapes the practices of teacher educators? How do organisational contexts matter in the ways teachers learn and develop? That is to say, are there any differences in the ways teachers develop over time in public and private schools and/or at different levels of schooling? How do organisational contexts matter in the ways teachers educators learn and develop?

Looking specifically at teacher education, what practices characterize the work of teacher educators in Pakistan? How do teacher educators learn to do their work? What forms of knowledge do teacher educators' use that differ from those used by teachers in general, and how do these forms of knowledge develop? And what might high-quality preparation of teacher educators entail?

How might accountability policies influence the work of teachers and teacher educators? What are relationships between research and practice related to the development of teacher educators? What Policy Interventions may contribute positively to the improvement in Teachers Education/Performance?

For the upcoming issue of Journal of Social and Policy Sciences, we invite research and/or conceptual articles and case studies that will address some of the questions mentioned above, particularly in Pakistan/South Asia.

Prospective contributors are welcome to engage with the guest editors before the submission date to discuss the suitability of their work for this publication.

Papers to be considered for this special issue should be submitted through email at [g.editor@j-saps.org](mailto:g.editor@j-saps.org). Before submission, please consult the journal guidelines for authors at:

<http://www.j-saps.org/index.php?page=12&name=Submission%20Guidelines>

### **Timetable**

Submission of Full Papers: **November 15, 2013**

Editorial Decision: December 15, 2013

Anticipated Publication of the Special Issue: December 31, 2013

### **About the Guest Editors:**



**Faisal Bari** is associate professor of economics at Lahore University of Management Sciences. He is also senior advisor for Pakistan with the Central Eurasia Project and lead education economist and researcher for South Asia for the Education Support Program. He has been a teacher and researcher in the field of development and education in Pakistan for over 12 years.



**Irfan Muzaffar** is a teacher, teacher educator, and research worker for over 19 years. His teaching has included teaching prospective teachers at Ali Institute of Education and Michigan State University. His current areas of scholarship include history of ideas in education, citizenship education in Muslim societies, and mathematics education in multilingual contexts.