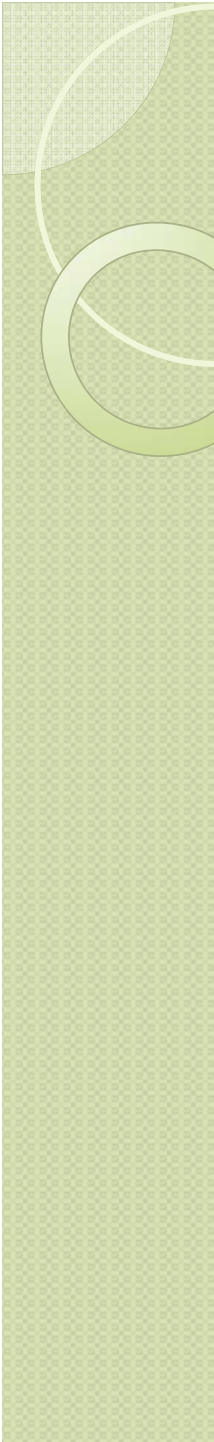
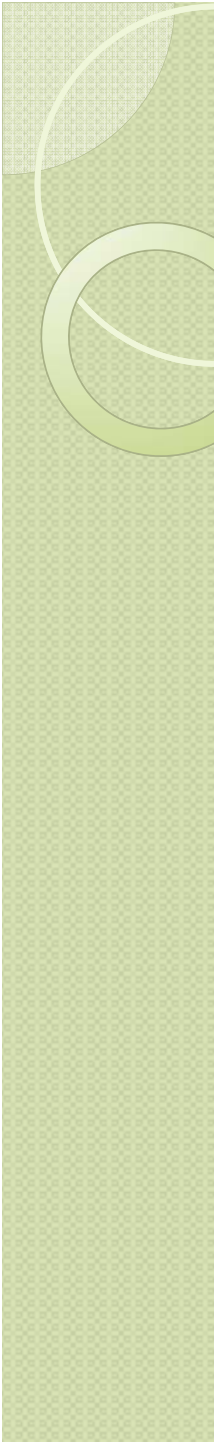


The promise and peril of university-based professional education

Higher Education Quality Council of Ontario
Learning to Earning | Higher Education and the Changing Job Market
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Sheraton Centre
Toronto, Ontario, Canada

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- Brain Abner – “The political economy of university-based professional preparation”
 - Alice Pitt – “Faculty autonomy and professional preparation”
 - Ruth Baumann – “How labour unions view professional preparation”
 - Michael Salvatori – “Professional regulation in the public interest”
 - Charles Ungerleider - Moderator



Brain Abner – “The political economy of university-based professional preparation”

- The implications of university funding and the mechanisms used for the internal distribution of funds to faculties
- The implications of alternative allocation and distribution methods



Alice Pitt – “Faculty autonomy and professional preparation”

- University autonomy sets the stage for Faculty and faculty autonomy, collegial governance, academic freedom and peer review.
- Implications of the difference between the North American context where the study of education is driven by professional education and Europe where education also exists as a discipline (Bildung/Erziehung).
- Role of research in teacher education and the management of tensions between teacher education as a vocational and technical training and as preparation for professional life.
- Role of faculty research and tension between knowledge creation and applied research; stories of influence to demonstrate how university-based research affects policy and practice over time.



Ruth Baumann – “How labour unions view professional preparation”

- Teachers’ unions want teaching to have the status and respect of a profession, but struggle to articulate a coherent view of professionalism in conjunction with their protection of members.
- The Ontario system currently has a structural change in entry to the profession for many new teachers that is creating challenges for graduates, employers, unions and teacher education programs.
- There is increasing conflict between the responsibility, autonomy and flexibility that the professionals require and those attitudes and behaviours (of the unions) which mimic industrial unions. Collective agreements are often seen as obstacles to be overcome in professional innovation, rather than enablers of experimentation.



Michael Salvatori – “Professional regulation in the public interest”

- Brief overview of the College as a regulatory body (mandate to protect the public interest, governance structure to highlight self-regulation, role and responsibilities)
- Define the “public interest” in the teaching profession (competence and qualifications of teachers, welfare of students (safety, quality of learning experiences, vibrancy of the profession in general, public confidence)
- Identify practices in place to inspire confidence and protect public interest: initial teacher certification requirements, accreditation of teacher education programs, transparency (public register of qualifications, accreditation decisions)
- Explore challenges and tensions including implementation of labour mobility and reconciling differences in requirements among jurisdictions, issues of access and fairness for internationally prepared teachers), perception of accreditation process among teacher education institutions, responding to policy changes and directions from government.