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Research-Oriented School-Engaged Teacher Education: The logic of practicing workplace-research education

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Abstract:

Providing the teachers to educate the rising generation for the changing world is a challenge. Further, trying to imagine knowledge formation in nation-bound schooling and teacher education is a challenge. International students generate global flows of knowledge, thereby transforming themselves and others around them. This paper focuses on the deliberate use of the global flows of international students in higher education to boost knowledge rather than accumulate capital, specifically knowledge of Mandarin. This paper provides an account of alternative approach to research-based teacher education, one that centres school engagement as a variation on the standard procedure of advanced teacher education. This paper arises from a study being conducted into enhancing the supervisory pedagogies for improving the educational research capabilities of international students.

The program involves student teachers engaging in a collaborative research-oriented school-engaged teacher education project, involving cooperation from a team of educational researchers from the University of Western Sydney, officers of the NSW Department of Education and teachers and principals from schools in Western Sydney Region. The logic of practice includes three key components: (1) teaching and learning practice in NSW DET including professional learning, lesson preparation and classroom teaching; (2) research practice at the University of Western Sydney including research training, research writing and presentation, research methods and review of research literature; (3) integrating school teaching practice into research practice through self-reflection. This paper seeks to provide a new perspective on research-based teacher education through incorporating reflective learning into the research process of students undertaking a Masters degree in educational research. This paper report on whether research-oriented, school-engaged teacher education succeeds in the education of reflective and pedagogically thinking professionals.

Introduction

With the increasing of internationalisation of higher education around the world, there is an increasing recognition that international students generate global flows of knowledge, thereby transforming themselves and others around them. The project reported here focuses on the deliberate use of the global flows of international students in higher education to boost knowledge rather than accumulate capital, specifically knowledge of teaching Mandarin and Chinese culture in Australian schools, and the knowledge of two way knowledge exchanges between Australia and China, and between Australian supervisors and their international research students.
This paper provides an account of alternative approach to research-based teacher education, one that centres school engagement as a variation on the standard procedure of advanced teacher education. In some respects it is not unlike the program run by Kynäslahti, Kansanen, Jyrhämä, Krokfors, Maaranen and Toom (2006, p. 255). This paper arises from a study being conducted into enhancing the supervisory pedagogies for improving the educational research capabilities of international students.

Perhaps it is useful to say a few things regarding what the Research oriented, school engaged teacher education (Rosete) program is not. The participants are Volunteer Teacher Researchers undertaking a postgraduate research program (MEd (Hons); they are not pre-service student teachers; they are not undertaking an initial teacher training program. The Master of Education (Honours) program does not qualify them to be teachers in NSW (Australia). The Volunteers work in schools, supporting classroom teachers in the conduct of Mandarin language programs; the teachers who the Volunteers support are not their supervisors because the Volunteers are not student-teachers. The classroom teachers are receiving in-class support for their Mandarin programs provided by Volunteers. The Volunteers are enrolled as students at an Australian university to undertaking research education.

This article seeks to provide a new perspective on research-based teacher education through incorporating reflective learning into the research process of students undertaking a Masters degree in educational research. Building the research by Maaranen and Krokfors (2007, p. 360). This paper aims to investigate whether research-oriented, school-engaged teacher education succeeds in the education of reflective and pedagogically thinking professionals.

The program involves cooperation from a team of educational research supervisors from the University of Western Sydney, officers of the NSW Department of Education and teachers and principals from schools in Western Sydney Region. The logic of practice includes three key components: (1) teaching and learning practice in NSW DET including professional learning, lesson preparation and classroom teaching; (2) research practice at the University of Western Sydney including research training, research writing and presentation, research methods and review of research literature; (3) Integrated school teaching practice into research practice from self-reflection.

Positioning of international higher degree research (RHD) students

This section addresses the important issue of the positioning of international HDR students from Asia.

The internationalisation of education has given impetus to growing critiques of liberal elitist Western education. For instance, Goode’s (2007) research into the disempowerment of international research students in Britain resonates with two important features of the Australian context in which this study is situated. In entrepreneurial universities students are constructed as consumers of educational commodities responsible for pursuing their own independent, autonomous, self-directed learning. With the disinvestment in the education of the public by
government, corporate managers have shifted academic workloads to ‘lean-and-mean’ pedagogies. The emphasis is on less student contact and the pathologising as deficient those students who value interdependence, collaboration and shared responsibilities with respect to learning and teaching.

*Failure to teach capabilities requires of research graduates*

Goode (2007) interviewed international research students (N=20) and supervisors (N=8) in England from a pre-1992 university. The students were interviewed twice at intervals of four to eight months, and the supervisors once. To ensure confidentiality, no supervisors of the students were interviewed. All the interviews, which lasted approximately one hour, were recorded and fully transcribed.

Of course, different models of doctoral supervision exist in different disciplines and across different supervisors, some favor students having their own project, while others favor students working with their supervisor on their projects. The former tends to require research to show that they already have and always have had the capabilities that the research degree is suppose to credit them with at the end of their studies (Goode, 2007). Moreover, Goode (2007, p. 601) found that although the supervisors operated with a deficit model they were genuinely committed to the success and well-being of their international Ph.D. students, … as struggling to give them more time than they felt they could afford in an institutional climate that they experienced as largely unsupportive of their efforts.

The analysis of evidence indicated that the supervisors either saw, or saw others as seeing international research students as problematic, for instance with regard to time allocation (Goode, 2007). They were seen as asking for too much guidance which taken as a sign of dependency which in turn was read in negative terms (Goode, 2007). This dependency was seen as “demanding”—of time, information, reassurance, ‘feedback’ or ‘direction’ … being unable to ‘challenge’ authority/”do criticality” (Goode, 2007, p. 595). Further, the students were seen as “inadequate’ and ‘not independent’ by virtue of continuing to speak their own language” (Goode, 2007, p. 596). The students who demanded ‘too much’ time and effort are negatively constructed as problematic, ‘dependent’ learners. … infantilise offenders. … they have to learn by trial and error what constitutes ‘just the right amount’ of time/support/interaction to demand …international students … be seen as in deficit. They become subject to the negative moral discourse surrounding ‘dependency’, via an infantilising discourse that characterises them as ‘immature’ learners. … this individualisation of learning underplays the inherent interdependence of learning and teaching, the collaborative nature of learning as a social practice, and the shared responsibilities of students and supervisors (Goode, 2007, p. 600).

This dependency was interpreted by the supervisors in terms of students’ cultural backgrounds. Goode (2007) reports that one strategy used against these students it the citing of educational traditions said to emanate “from Confucian philosophy [which]
is frequently used as shorthand to depict students as deferential to authority, and as learning by rote.” By “invoking the ’stereotypical’ international doctoral student, culturally dependent upon the supervisor’s imagined ‘command,” Goode (2007, pp. 597-599) say enables “some supervisors to avoid being accountable.” In the process the discourse of personal, moral responsibility provided a way of containing the students’ demand.

Discussion

There are several other perspectives from which to consider these issues. Goode (2007, p. 597) argues that “what is commonly interpreted in ‘deficit’ terms as stemming from overreliance on tutors may in fact be highly agentic behaviour, of trying to understand ‘the rules of the game.’” If there is an issue about criticality, it is more a matter of the students needing to learn this skill than cultural determinism:

 …. ‘criticality’ was … learning to critique … language skills impeding reading speed …if you need to say something in the seminar, you need to read a lot, … my reading speed is not as fast as the British classmates. … not a ‘cultural’ inhibition on critiquing, but a ‘structural’ one of skills (Goode, 2007, p. 598).

This calls for problematising supervisory practices of research education. Adjustments in modes of ‘delivery’ made warranted given the changes in the modes of ‘consumption’:

International doctoral students, many of whom have already negotiated a variety of challenging transitions by the time they begin doctoral studies, are able competently to make ‘adjustments’ once they understand the ‘rules of the game’ (Goode, 2007, p. 601).

Further, Goode (2007, p. 593) argues that views of East Asian students as passive, obedient and lacking in autonomy represent a failure to understand the … current generation of East Asian learners is becoming increasingly similar to their western counterparts.

Goode (2007, p. 591) offers a second perspective, arguing that the ‘new’ student has been constructed as an active consumer of educational services, taking responsibility for her/his own learning as an independent, autonomous and self-directed individual.

Goode (2007, p. 591) contends that this construction of the new student serves the interests of corporate managerialism:

under-resourcing of teaching has meant a shift from “fat” to “lean-and-mean” pedagogies, … new ‘subject of free-market neo-liberalism’ is thereby fully responsible for his/her own educational … and ‘non-traditional’ students … are pathologised as being deficient by virtue of being too ‘dependent’ on their tutors.
According to Goode (2007, p. 592)

...independence, autonomy and personal responsibility in learning are privileged (whether for pedagogical or managerialist reasons), all students who do not ‘fit’ this profile are seen as in deficit. They become subject to the negative moral discourse surrounding ‘dependency’, via an infantilising discourse that characterises them as immature learners … this individualisation of learning undervalues the inherent interdependence of learning and teaching, the collaborative nature of learning as social practice and the shared responsibilities of students and academic staff.

Students are seen as dependent if they are

...demanding of feedback or ‘active’ encouragement, are seen as less ‘deserving’ of supervisor support ...vulnerable to this kind of construction …intrinsicly ‘problematic’ by virtue of being ‘hard work’ to supervise (Goode, 2007, p. 592).

Maaranen and Krokfors (2007, p. 362) also found that too little assistance is provided to research students to help them learn how to engage in theory building.

...doctoral supervisors themselves are a heterogeneous group, with different experiences of and approaches to international students, …‘hard work’, both deferential and demanding, and as having an ‘immature’ approach to study, stereotyping of what is also a heterogeneous group.

Goode (2007, p. 599) concludes that a research education
discourse of independence, autonomy and personal responsibility in learning is privileged, and that this can lead to misconceptions that serve to inhibit rather than enhance student learning.

Failure to teach scholarly argumentation

Scholarly argumentation may be defined as a social practice involving critical, dialogic thinking that challenges received ideas (Andrews, 2007). Research students “have a double responsibility: … to write well … to write argumentatively” (Andrews, 2007, p. 3). However, Andrews (2007) contends that there is little explicit teaching of argument or argumentation in English universities, noting that there is “… no specific studies of argumentation in postgraduate education in England or Wales.” That is to say, RHD students “are expected to be good at argument, but no-one tells them how to be good at it or helps them to do it better” (Andrews, 2007, p. 3). Andrews (2007) characterizes as “an elitist liberal system” one that operates on the assumption “that immersion in a discipline will equip you with the argumentative skills and critical thought.”

However, Chinese RHD students are told that they “are ‘unable to argue’ and that the critical dimension is missing from such students’ work” (Andrews, 2007, p. 7). Supposedly, this is because one of “the important aspects of being a student in this Confucian tradition is deference to teachers and lecturers, in which criticism can be
construed as being disrespectful” (Andrews, 2007, p. 11). Likewise, from Canada, Zhou, Knoke and Sakamoto (2005) report that East-Asian students frequently depicted as passive, quiet learners; reluctant to actively take part in classroom discussions; unwilling to engage in analytic discourse in tutorials; not prepared to participate in dialogic communication; less likely to question or challenge ideas.

Andrews (2007, p. 6) recommends that a “range of argumentative forms and practices needs to be recognised so that students who move from one set of expectations to another can navigate these differences.” Thus, it seems possible for Chinese students to be taught Western forms of scholarly argumentation as well as to share Chinese forms:

To be critical is to take on a powerful position. Such a position, or disposition, assumes skepticism towards given truths; reserves the right to develop its own position; weighs up different claims to the truth against the evidence, and/or via logical operations; and assumes a certain degree of knowledge in the field on the basis of which a critical position can be established (Andrews, 2007, p. 11).

Andrews (2007, p. 11) observes that, “what Confucius actually taught and what students come to learn is that positive critical energy is not only a part of learning at the highest level; it is also so closely.” This is verified by Zhou, Knoke and Sakamoto (2005, p. 289) who observe that there are Confucian sayings which favor students’ questioning and challenging the teacher (e.g. ‘shi bu bi xian yu di zi; di zi bu bi bu ru shi’ [the teacher is not necessarily more knowledgeable than the student; and the student is not necessarily less learned than the teacher] and ‘qin xue hao wen’ [a good student should study hard and always be ready to ask questions])

This research points to the discontinuity in how liberal education is seen as unequivocally equitable and progressive and how it is experienced by international student-migrants.

**Denial of international students’ intellectual resources**

Zhou, Knoke and Sakamoto (2005) collected data through individual face-to-face interviews with 10 students from Mainland China who had gone to Canada to acquire graduate education. Liberal education is critiqued for denying the intellectual, educational resources of international students. The tendency is to emphasise the cultural differences or attributes of international students, and these tend to be oversimplified and distorted. However, this serves to deflect attention from the

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1 Likewise, from Canada, Zhou, Knoke and Sakamoto (2005, pp. 288, 289) report that East-Asian students frequently depicted as passive, quiet learners; reluctant to actively take part in classroom discussions; unwilling to engage in analytic discourse in tutorials; not prepared to participate in dialogic communication; less likely to question or challenge ideas.

2 However, scholarly argumentation, in form or another, is part of the intellectual heritage and educational cultures of many peoples (Sen, 2006).
immediate context in which these international students are being educated, such as “teaching styles/methodologies, classroom interactions, power dynamics in the classroom, knowledge sharing or exchange, subjective dimensions of students’ classroom experiences, and interactions of various contextual elements” (Zhou, Knoke & Sakamoto, 2005, p. 290).

Ignoring their educational resources and intellectual heritage led to a failure to focus on knowledge exchange. Little engagement is made with the experiential knowledge of international student-migrants or the intellectual resources of their homeland in Canadian lectures or tutorials for educational purposes (Zhou, Knoke & Sakamoto, 2005). The opportunities for sharing such knowledge varying according to disciplines with fewer chances in science, engineering and medicine, and more opportunities in the social sciences and humanities. The problem of uncertainty regarding the relevance of such knowledge across the disciplines was evident in the “perceived indifference and the lack of interest of peer students and/or professors toward Chinese knowledge” (Zhou, Knoke & Sakamoto, 2005, p. 299). Chinese students found that their peers were disinterested in discussing their knowledge:

Confronting ‘no response’ in class, this student perceived that ‘no response is worse than negative response’. … ‘Negative response means that at least they are listening and they have something to say, and no response is like okay we don’t care’. … some Chinese students reported feeling uncomfortable sharing their ideas related to China in class. … Chinese students perceived their peers students and professors might ‘give up’ knowing more about ‘another world’ because it is ‘not important’ or ‘the second-class’ (Zhou, Knoke & Sakamoto, 2005, p. 300).

The lack of unfamiliarity among their Canadian peer and professors with China’s intellectual heritage and educational culture limited their ability to respond to and engage Chinese students in discussions (Zhou, Knoke & Sakamoto, 2005). As a consequence, some Chinese students began to rethink of the value of different forms of Chinese knowledge in Canadian education. Some students doubted the value and relevance of Chinese knowledge in Western education, coming to feel that it was a burden. While some Chinese students decided to give it up, others decided took every a chance to include their knowledge in class, “using the uniqueness of Chinese knowledge as the ‘selling point’ … to attract people’s interest” (Zhou, Knoke & Sakamoto, 2005, p. 301). Some figured out possible connections between Chinese and Western knowledge, and others questioned the unequal relationship between non-Western and Western knowledge in Canadian education. The Chinese students’ decisions about whether to participate in acts of knowledge exchange were influenced by the way in which their professors and peer students responded to the indigenous/Chinese knowledge shared in class, and their subsequent understanding of their knowledge sharing experiences (Zhou, Knoke & Sakamoto, 2005, p. 302).

Chinese international students’ experiences of sharing their knowledge in Canadian academic institutions provides a basis for better understanding their overall experiences of international education (Zhou, Knoke & Sakamoto, 2005). There are
strategies for facilitating inclusive knowledge sharing through the co-construction of learning. Zhou, Knoke and Sakamoto report that the knowledge shared included


The production of such knowledge might be seen as a means of resisting dominant knowledge systems, contesting and rupturing what is taken as normal or valid knowledge. Nevertheless, this research points to a gap between the ideals of liberal education and the material reality of the education provided of international students.

**Stance taken in this project**

**Research orientation**

The aim of *Rosete* is to educate teacher-researchers to be reflective practitioners who can produce and understand research-based classroom evidence, especially that relating to their own professional work. The Master of Education (Honours) enables the Volunteer Teacher Researchers to develop their capabilities to appreciate and use classroom-based research methods through studying and apply one or other such methods to their everyday teaching practice.

The Volunteer Teacher Researchers are developing the capabilities to explain and justify their decisions about the what, how and why of teaching through research-based thinking. This means that these Masters’ candidates are learning how to integrate research capabilities into their teaching, especially their educational decision making. As research-based teacher education graduates it is expected that they will be able to make educational decisions based on informed arguments, in addition to everyday sources of insight. In a sense, *Rosete* is developing their meta-cognitive processes for self-discovery by engaging them in a rigorous *evidence-driven, conceptually informed* examination of their own work and decisions as teachers.

The generation and careful analysis of their own reflection is but one of the ways in which they are producing knowledge about the processes of their own teaching, their students’ learning and their own studies. The writing and rewriting, drafting and redrafting of their literature review, methodology and research proposal are central to the learning process:

writing to be an excellent way to achieve the reciprocal integration of theory and practice. … enhance the students’ ability to analyse their actions … to develop their argumentative justification and rational pedagogical thinking (Kynäslahti, Kansanen, Jyrhämä, Krofkors, Maaranen, & Toom, 2006, p. 255).
To develop their research-based capabilities there is a direct interaction between their research studies and practice and their everyday teaching. This starts from the very beginning of their programme. Thus, the Volunteer Teacher Researchers teacher can be thought of as a practitioner or workplace researchers. The methodology of self-study

looks for and requires evidence of the reframed thinking and transformed practice of the research. … [It] demonstrates interactions with our colleagues near and far, with our students, with the educational literature, and with our own previous work . . . to confirm or challenge our developing understandings. … Self-study employs multiple, primarily qualitative methods … to gain different, and thus more comprehensive, perspectives on the educational processes under investigation. [It involves to formalizing this] work and [making] it available to our professional community for deliberation, further testing, and judgment (Loughran, 2005, p. 6).

School engagement

As an approach to research-oriented teacher education, Rosete is different in so far as the students are engaged as Volunteer Teachers in schools, and this is part of their Master of Education (Honours) studies. In school the Volunteers practice being teaching and researchers. As part of the teaching practice prepare lessons, teaching materials and mark students’ work. As part of their research practice they define this material as evidence; in addition they generate further evidence through reflections and interviews with their classroom supervisors and Departmental mentors. The university-based components focuses on the relationship between evidence of their school engaged practices and relevant scholarly literature and theoretical concepts.

The Volunteers work as teachers in one or more schools, where they are able to integrate educational theory and practice by learning to do research through studying their own work.

In Rosete the students both to work as Volunteers teachers and simultaneously engage studying their teaching. As in the Finish study reported by Kynäslahti, et al (2006, p. 247), it indicated that “the student’s work as a class teacher is also an essential part of the studies.”

The Volunteer Teacher Researchers work in real schools in Western Sydney, carry out their teacher-research tasks in authentic environments. They work with one or more classes under the supervision of the class teacher/s and receive mentoring from the school and the Education Department, as well as from their supervisor from on campus. As occurs in Finland, the focus of the Rosete Project is on having the Volunteer Teacher Researchers “studying and learning at the workplace … contextual learning and learning at the workplace overlap” (Kynäslahti, et al 2006, pp. 249-250).

Teacher education
The aim of *Rosete* is to enable the Volunteer Teacher Researchers to analyse their actual teaching (and self-learning) situation so as to extend and deepen their thinking about pedagogy and to develop sound arguments for justifying their work as teachers. This is made possible through encouraging detailed written reasoning and reflection on their own concepts of what education, teaching, learning, curriculum and pedagogy mean. The Volunteer Teacher Researchers are analysing their reflections about their teaching, examining issues such as planning, instruction and assessment, teacher/student interactions and teaching methods. The Volunteers learn that teaching is “a process of continuous decision-making” (Kynäslahti, et al, 2006, p. 250), which a research-based approach can facilitate. Their pedagogical decision-making is informed by reasoning about values and theoretical ideas about education, teaching practice and subject knowledge.

Teaching as a problematic and complex process requires “continuous decision-making and rational argumentation” (Maaranen & Krokfors, 2007, p. 360). Developing an understanding of teaching as problematic:

[They] articulate and explicate the problems in their own teaching [its] problems, puzzles and curious situations … to apprehend the importance of pedagogical reasoning and begin to more fully conceptualize the value of the knowledge that influences practice. ... [They] publicly face their dilemmas and tensions of practice and develop ways of explicitly sharing and responding to these situations for their student teachers. [They] pay attention to their own pedagogical reasoning and reflective practice and [use these] opportunities … to access this thinking about, and practice of, teaching (Loughran, 2005, p. 9).

They have the opportunities to discuss their everyday practices informally with their classroom supervisor; explore pedagogical issues with their university supervisor, and explore issues with fellow students, as a peer or critical friends, learning from each other. The Volunteers undertake their research work under the supervision of a team of university lecturers, including one who is their principal supervisor.

In effect, the volunteers mediate the exchange of knowledge between the university and the local schools, in effect dispersing educational knowledge from the university to the schools and bringing school knowledge to the university. It is their work as Volunteers Teacher in classrooms and schools that provides the real context with which their research-based teacher education is concerned. … the network school of the future will be where people are situated. Their studies are situated in their workplace, their university offices and seminar rooms, and their share-house. will therefore take place at home, at work, …educational organisations … as a place devoted to teaching, studying and learning, will probably lose some of its special position as the heart of educational activities (Kynäslahti, et al., 2006, p. 248).

*Rosete design intentions*

Zeichner (2007, p.37) observes that there is a

… lack of credibility of our work to external audiences. … educational research community and with policy makers … self-study work in teacher
education is not taken very seriously as research. …these research efforts by teacher educators have not had much effect in influencing the policies in many countries (Zeichner, 2007, p.38).

It is possible that the self-study research being undertaken by the Med (Hons) students participating in the Rosete program can make a nationally significant contribution to knowledge about research-oriented, school engaged teacher education in the field of Asia language and culture studies (Zeichner, 2007, p.37). This means considering what needs to be done to make it possible that self-study research in teacher education might be taken more seriously by policy makers, the school community and educational researchers (Zeichner, 2007, p.38). Three interrelated strategies present themselves.

The first strategy is to situate the MEd (Hons) students’ projects within an existing research program framed by self-study research (Zeichner, 2007, p.38). Thus, each MEd (Hons) study is expected to be linked to others within this research program by building on methods within this area and making a contribution to knowledge about a designated area (Zeichner, 2007, p.39). Thus, our aim is to better understand how each individual’s study may be connected to other studies and contributes to knowledge in the field (Zeichner, 2007, p.36) and “to accumulate knowledge across these individual studies in a way that will influence policy makers and other teacher education practitioners” (Zeichner, 2007, p.37). To make possible connections across these studies in a consistent way the researchers are expected to define key concepts and practices in similar ways, and to use similar “research instruments and methods to describe and assess concepts” (Zeichner, 2007, p.36).

This includes providing information about methods of data collection and analysis, and the reliability and validity of research tools (Zeichner, 2007, p.36). This includes describing the research context, explaining and justifying the data collection and analysis methods, addressing ethical issues and “providing convincing evidence for what researchers claim to know from their research” (Zeichner, 2007, p.39).

While the primary focus of the MEd (Hons) is the methodological aspects of research the focus of self-study research in teacher education cannot be limited to this. There is a need to consider “the content of what has been learned from the research and how it builds on what others have learned is that there” (Zeichner, 2007, p.40).

A third strategy is for them to locate their research within the NSW DET policy context and the National Asian Languages and Studies in Schools Program (NALSSP) (2008–09 to 2010–11). Thus, the intention is to incorporate elements into the MEd (Hons) students’ research projects that contribute to the accumulation of knowledge across individual studies and to ascertain what is accomplished in the process (Zeichner, 2007, p.37).

Rosete aims to gain visible in national policy deliberations regarding Asian languages and studies in schools. NALSSP aims to increase opportunities for school students to study the languages and cultures of China, Indonesia, Japan and Korea. Each MEd (Hons) self-study research project is situated within this program of research so that individual studies and the groups of studies contribute to public knowledge about
particular questions and problems in the field of Asian languages and studies (Zeichner, 2007, p.38). *Rosete* is contributing to the Key Result Areas are:

1. Stimulating student demand by addressing one of the key barriers to the study of the Chinese language (Mandarin)
2. Increasing teacher support through the training of Chinese volunteers
3. Flexible delivery and pathway in the design and delivery of research-oriented teacher education to support Chinese language programs in primary and secondary schools
4. Strengthening strategic partnerships between schools in Western Sydney Region, the University of Western Sydney, the Ningbo Municipal Education Bureau and Chinese communities to support and add real world experiences for Chinese language and studies of China
5. Enabling schools in Western Sydney Region through the *Rosete* to support and promote Chinese language education.

This project exists at the intersection of novel approaches to teacher education; language education; system/university partnership; school student capacity building, international connection and international labour mobility. The innovativeness of this research project relates to: 1. its investigation of heterodox approach to internationalising practices of research, teaching and learning, and 2. investigation of a novel school-based, research-training model of Australia/China knowledge exchange, partnership and capacity building.

Investigating an innovative, heterodox approach to internationalising practices of research, teaching and learning Connell (2007) and Sen (2006) argue that the global dynamics of knowledge rests on the subordination of peripheral institutions and nations to Euro-American intellectual leadership of the global civil society. Marginson (2008) identifies four features to explain the dominance of the USA: 1. research concentration and knowledge flows (most publications are produced in the USA and most knowledge flows from the USA to elsewhere in the world, rather than the other way); 2. the global role of English (English is the main language globally of research); 3. US universities have a defining role in global policy circles, (these institutions define scholarly and managerial agendas, and what it means to be a university); 4. US universities as people attractors, (research output is underwritten by scholarships and salaries of US universities directed at recruiting foreign doctoral students).

Marginson (2008) argues that the USA has positioned itself as the world graduate school, retaining one-half of its foreign doctoral graduates to boost knowledge power rather than accumulate financial capital. In this application, we do not advance Marginson’s position in order to reject US hegemony, but rather like Connell (2007) and Sen (2006) to advance the importance of having research knowledge flowing in a number of directions and from a number of sources. This project is about not closing off the possibilities of knowledge flows, but about diversifying the sources of knowledge production and investigating other ways of knowing and understanding the world. This is now at the heart of why the learning of Chinese languages is important, as much as it is about understanding how researchers are positioned within the international research context. What Marginson identifies raises a dilemma for researchers. Does the Chinese research
student in the Australian context simply adopt Western approaches to knowledge or do Western academics need to recognise the value of knowledge traditions that these students bring with them?

Bourdieu’s (2004/2001, pp. 102-103) response to the challenge highlighted by Marginson is to argue against “national’ insularity [by widening] access to major foreign researchers.” Arguably, two methods by which this can be achieved are: a) in the short-term, providing education and research training activities directed at students from Asia which involve two-way knowledge exchange b) in the long term, building on a linguistically sophisticated citizenry able to operate in more than one language. The first of these is reflected in the project being undertaken between UWS, NSW-DET-WSR and the NMEB in China, while the second is the long-term aim of this partnership. The key innovations in this project with respect to internationalising practices of research, teaching and learning will involve testing Bourdieu’s (2004;2001) agenda for contributing theoretical and methodological heterodoxy. This includes drawing on critiques of orthodoxies in teacher education and research education, and contributing to them; creating partnerships among educators in China and Australia, and in particular following Connell (2007) and Sen (2006), pluralising possibilities for knowledge production and exchange across languages.

**Conclusion**

In summary, central to the ROSETE project described here is the recognition that the important of two way knowledge exchange between international partners, and recognised that each party has different knowledge and expertise; some in school education, some in language education, others in research-based teacher education, and importantly, others in issues of international education (Singh & Zhao, 2008; Zhao & Singh, 2008). Those working on the MEd (Hons) program have a commitment to investigating the impact of this international partnership in workplace-research education: 1. most immediately by preparing jointly authored papers for presentations as conferences in Beijing and Changchun – thereby gaining acknowledgement for the Australian university, nationally and internationally, as a leader in the field of community engagement; 2. by engaging doctoral students in studying the project and 3. by researching the course of the project over the next three years, during which some 37 volunteer teacher researcher from China will have participated.

The practice of this ROSETE project has contributed to Australia’s efforts to promote cultural and economic innovation through its exploration of the potential of education authorities, schools and universities in Australia and China to provide a better understanding of, and enhance Australia and China relations, especially in the area of international education through building educational partnership to promote knowledge exchange between Australia and China.
References


