

Status of Teacher Education in Lebanon: A Critical Evaluation of the Macro-Context

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Introduction

- Purpose: Examining the status of teacher education in Lebanon through engaging in a critical evaluation of the macro-context
- Very few studies on Teacher Education in Lebanon and which are descriptive in nature (e.g., BouJaoude & Mouhayar, 2010; Farah-Sarkis, 1997; Freiha, 1997)
- Need to analyse and critically evaluate the status of teacher education in Lebanon from a broader socio-political perspective

Background

- The Lebanese Constitution: Freedom of Education
- Diverse educational system
- Diverse teacher education programs
- French and American models of teacher education programs (Freiha, 1997)
- Not enough practical field courses (BouJaoude & Mouhayar, 2010; Farah-Sarkis, 1997; Freiha, 1997)
- Significant amount of content in the preparation of secondary teachers, absence of programs that prepare middle school teachers (BouJaoude & Mouhayar, 2010)

Theoretical Framework

- William Pinar
- David Smith

Factory-Model Educational System

- Market logic
- Education as sub-sector of economy
- Input-output oriented
- Role of curriculum, instruction and assessment
- Effectiveness and efficiency: The golden formula
- Teacher education rendered to training
- Technical and test-oriented
- Teaching not a scholarly endeavour
- Micro-level policies imposed on teachers

De-professionalization of teaching

- The field not so attractive and prestigious. Our numbers decreasing.
- No licensing (Nabhani & Bahous, 2010; BouJaoude & Mouhayar, 2010)
- No effective mentoring and induction (Nourian, 2016)
- Risks of attrition (Darling-Hammond, 2015)
- Teachers not involved in decision-making (Koundakjian, 2016)

Conclusion and Discussion

- In the midst of today's capitalistic era, we need to revisit our collective professional identity: who are we? Where do we come from? Where are we heading to?
- Teacher education serving the market and perpetuating the status quo
- The current system does not foster social justice: underlying ideology – our role to decode with pre-service and in-service teachers
- Teaching and teacher education as scholarly endeavors
- Need for research and research-based policies
- Need for activism
- Need for reform