

Institute for Educational Research, Belgrade, Serbia

29th International Scientific Conference
“Educational Research and School Practice”

**TOWARDS A MORE
EQUITABLE EDUCATION:
FROM RESEARCH TO CHANGE**

BOOK OF PROCEEDINGS

Editors

Mladen RADULOVIĆ

Marija TRAJKOVIĆ

December 1st, 2023

Faculty of Philosophy, Belgrade

-
- 55 *Milica Marušić Jablanović, Jelena Stanišić, Dragana Gundogan, Sanja Blagdanić, Zorica Veinović, Dragana Đorđević, Vera Županec and Slađana Savić*
THE IMPORTANCE OF SOCIODEMOGRAPHIC CHARACTERISTICS FOR
THE DEVELOPMENT OF ENVIRONMENTAL LITERACY
- 62 *Jure Novak and Nina Pertoci*
THE RELATIONSHIP BETWEEN FOURTH-GRADERS' AGE AND
ACHIEVEMENT ON THE IEA'S PIRLS 2016 READING TEST IN SLOVENIA
- 68 *Zoe Karanikola and Rania Vasiliadou*
ADULT EAST EUROPEAN IMMIGRANTS IN GREECE: THE RIGHT TO A
MORE HOLISTIC INTEGRATION
- 74 *Olga Borisovna Mikhailova and Elizaveta Sergeevna Farennikova*
CHARACTERISTICS OF VALUES AND ATTITUDE TO MONEY AMONG
RUSSIAN AND CHINESE STUDENTS

ACTORS IN THE EDUCATIONAL PROCESS AS CREATORS OF A MORE EQUITABLE EDUCATION

- 82 *Lidija Radulović and Luka Nikolić*
JUSTICE IN EDUCATION AND SOCIAL JUSTICE –
PERSPECTIVES ON TEACHER EDUCATION
- 87 *Tomaž Vec*
THE AUTHORITY OF THE TEACHER – ARE TEACHERS IN MODERN
SOCIETY LOSING THEIR AUTHORITY IN THE CLASSROOM?
- 93 *Nina Jovanović*
TEACHERS' ROLE IN SOCIAL JUSTICE:
IMPROVING THE LIVES OF ROMA STUDENTS
- 99 *Nikola Koruga and Tamara Nikolić*
INTERGENERATIONAL COMMUNITIES:
ADVANCING EDUCATIONAL EQUITY THROUGH
COMMUNITY LEARNING

JUSTICE IN EDUCATION AND SOCIAL JUSTICE – PERSPECTIVES ON TEACHER EDUCATION

Lidija Radulović¹ and Luka Nikolić

*Teacher Education Centre, Department of Pedagogy and Andragogy, Faculty of
Philosophy, University of Belgrade, Belgrade, Serbia*

Introduction

This paper provides an overview of different conceptions of what initial teacher education should look like in order to prepare teachers to contribute to equitable education. Due to the diversity of conceptions of equitable education, the basic ideas about appropriate teacher education often diverge. In this paper, the criterion for classifying approaches to equitable education is the role of education in relation to social (in)justice. Two approaches can be identified: 1) reducing educational inequalities by remedying the consequences of social injustice (Edgar, 2022; Levinson et al., 2022); 2) contributing to equitable education by transforming unjust social relations (Cochran Smith, 2009; Soo Hoo, 2004). Since different conceptions of education imply different views of the role of the teacher, these two approaches to equitable education yield two approaches to teacher education: *Teacher Education for Justice in Education* and *Teacher Education for Social Justice*.

The aforementioned approaches to equitable education were selected based on a review of research aiming to present, analyze, or categorize conceptions of what education should be to be equitable, whether by using or analyzing the relationship between the concepts of equity, equality, and social justice (Cochran Smith, 2009; Edgar, 2022; Levinson et al., 2022; Soo Hoo, 2004; Stančić, 2017) or by challenging equity by conceptualizing approaches to multicultural education (Gorski, 2009; Gorski & Parekh, 2020). Approaches to Teacher Education (TE) are categorized based on their compatibility with approaches to equitable education and papers addressing the topic of teacher education for equitable education (Childs et al., 2011; Cochran Smith et al., 2016; Sondel et al., 2017; Soo Hoo, 2004).

¹ liradulo@f.bg.ac.rs

We base our analysis on one of the basic elements of the *theory of teacher preparation for social justice* (Cochran Smith, 2009). This theory relates to selection, the curriculum, structures, and outcomes, but our analysis only focuses on the curriculum, which we understand to include aims, content, teaching methods, assessment, and outcomes. Consequently, our paper aims to analyze curricular elements in regard to the two approaches to TE (Teacher Education for Justice in Education and Teacher Education for Social Justice) and offer suggestions for the development of TE programs.

Two Approaches to TE for Equitable Education

In our analysis, we take into account the main elements of the two approaches to TE, in terms of aims and outcomes, the selection of content, and teaching and assessment methods. We are aware that there are certain limitations in terms of the scope, as only the basic features of the abovementioned elements are included and the elements only relate to equitable education. This does not mean that these curricula should not include other elements that are not specific to equitable education. Furthermore, it is difficult to precisely identify differences between these two approaches because some features are common to both of them. Moreover, features within the two approaches could be seen as contradictory, as Teacher Education for Justice in Education is based on different approaches to equality and equity, while Teacher Education for Social Justice is plagued by the dilemma of whether it is sufficient to deconstruct the context that leads to injustice or whether it is important to develop strategies and take concrete action to build a more just society. The results of the analysis are presented in Table 1.

Table 1 *The Key Principles of Developing a TE Curriculum for Equitable Education*

TE for Justice in Education	<p>Raising awareness of cultural diversity and individual differences; emphasizing the importance of building a positive classroom climate and promoting inclusiveness (De Luca, 2012; OECD, 2010)</p> <p>Promoting the principles of differentiation, individualization, and engagement of all students (Edgar, 2022)</p> <p>Preparing teachers to work effectively with students of different ethnicities, races, cultures, and knowledge levels and use strategies that help students achieve common learning outcomes/ develop individual potentials</p>
------------------------------------	--

TE for Justice in Education	<p>Selecting culturally sensitive content (Gorski, 2009)</p> <p>The content should include equity and equality issues in education, diverse cultures (Gorski & Parekh, 2020), legislative and program frameworks, curriculum development, strategies for culturally sensitive classroom management (Gorski, 2009), a broad range of instructional methods, and examples of good practices</p> <p>Using a variety of teaching methods, especially class and group discussions, debates, the analysis of different text sources, and peer learning.</p> <p>Field practice assignments aimed at observing and adopting examples of good practices</p> <p>Practical assignments, during TE courses</p> <p>Promoting an unbiased and objective approach to assessment, honing the necessary skills for the use of tests and summative assessments, and instructing teacher candidates in the use of various formative assessment tools to achieve the desired outcomes (Stančić, 2020)</p>
TE for Social Justice	<p>Developing the identity of teachers as critical reflective practitioners, researchers, and agents of social change (Cochran Smith, 2009)</p> <p>Raising awareness to recognize inequalities and the mechanisms that reproduce them</p> <p>Empowering teacher candidates to develop curricula in collaboration with students, parents, and the local community (Cochran Smith et al., 2016)</p> <p>Empowering teacher candidates to act against school policies and practices that marginalize certain students (Soo Hoo, 2004) by building capacities for articulating their own moral stance, deliberation, disagreement, and interpretation (Cochran Smith, 2009), developing action plans and considering potential barriers, and forming partnerships with colleagues and community members</p> <p>Encouraging the appreciation of students as active participants in the decision-making process regarding classroom and school activities</p> <p>The content should include the general content of teacher education but with an emphasis on re-examining the social, political, economic, and cultural origins of knowledge, focusing on their impacts on educational inequalities (Cochran Smith, 2009; Soo Hoo, 2004)</p> <p>Socio-political content; issues related to equality, equity, and social justice (Gorski & Parekh, 2020).</p> <p>Using a variety of teaching methods, especially class and group discussions, debates, the analysis of different text sources, peer learning, case studies, and field projects</p> <p>Promoting and using alternative assessment practices (different assessment methods, emphasizing the importance of formative assessment) and assessment practices of the future (contextual sensitivity, student participation in assessment and evaluation, peer assessment, and self-assessment) (Mitrović, 2017; Stančić, 2020)</p> <p>Raising awareness and developing a critical stance towards assessment as an instrument of social reproduction (Stančić, 2020)</p>

Conclusion

The analysis presented has several important implications for designers of teacher education programs and teacher educators who want to contribute to equitable education. First of all, to understand TE for equitable education, we first need to understand how we perceive equitable education. More importantly, we need to understand that the development of teacher education programs should be guided by the principles of equitable education, without reducing the approach to individual outcomes, content, or methods. Furthermore, teacher educators should engage in a collaborative critical re-examination of the context in which teacher education takes place in order to understand potential obstacles to achieving program goals.

We hope that this analysis can contribute to the visibility of TE for equitable education, both in academia and the general public. We would also like to encourage teacher educators and researchers to rethink the existing teacher education programs and practices and the context of the development and implementation of teacher education programs. Furthermore, we hope that this paper can inspire teacher educators not only to contribute to equity in education but also to try to change society and contribute to social justice, which would make education more equitable.

Keywords: teacher education, equity, equitable education, education for social justice

References

- Childs, R. A., Broad, K., Gallagher-Mackay, K., Sher, Y., Escayg, K. A., & McGrath, C. (2011). Pursuing equity in and through teacher education program admissions. *Education Policy Analysis Archives*, 19(24), 1–22. <https://doi.org/10.14507/epaa.v19n24.2011>
- Cochran Smith, M. (2009). Toward a theory of teacher education for social justice. In A. Hargreaves, A. Lieberman, A. Fullan, & D. Hopkins (Eds.), *Second International Handbook of Educational Change* (pp. 445–467). Springer.
- Cochran-Smith, M., Ell, F., Grudnoff, L., Haigh, M., Hill, M., & Ludlow, L. (2016). Initial teacher education: What does it take to put equity at the center?. *Teaching and Teacher Education*, 57(1), 67–78. <http://dx.doi.org/10.1016/j.tate.2016.03.006>
- De Luca, C. (2012). Selecting inclusive teacher candidates: Validity and reliability issues in admission policy and practice. *Teacher Education Quarterly*, 39(4), 7–31.

- Edgar, S. (2022). The tricky concept of 'educational equity' – In search of conceptual clarity. *Scottish Educational Review*, 54(1), 3–25. <https://doi.org/10.1163/27730840-54010002>
- Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education*, 25(2), 309–318. <https://doi.org/10.1016/j.tate.2008.07.008>
- Gorski, P. C., & Parekh, G. (2020) Supporting critical multicultural teacher educators: Transformative teaching, social justice education, and perceptions of institutional support. *Intercultural Education*, 31(3), 265–285. <https://doi.org/10.1080/14675986.2020.1728497>
- Levinson, M., Geron, T., & Brighthouse, H. (2022) Conceptions of educational equity. *AERA Open*, 8(1), 1–12. <https://doi.org/10.1177/23328584221121344>
- Mitrović, M. (2017). *Reformski potencijal ocenjivanja u nastavi*. Institut za pedagogiju i andragogiju, Filozofski fakultet, Univerzitet u Beogradu.
- OECD (2010). *Educating teachers for diversity: Meeting the challenge*. OECD Publishing.
- Sondel, B., Koch, J. G., Carrier, S., & Walkowiak, T. A. (2017). Toward a theory of teacher education for justice-oriented STEM. *Catalyst: A Social Justice Forum*, 7(1), 38–52.
- Soo Hoo, S. (2004). We change the world by doing nothing, *Teacher Education Quarterly*, 31(1), 199–211.
- Stančić, M. (2020). *Lica i naličja pravednosti u ocenjivanju*. Institut za pedagogiju i andragogiju, Filozofski fakultet, Univerzitet u Beogradu.