



International Association of
LAW SCHOOLS



SOUTHERN AFRICAN INSTITUTE
for POLICY AND RESEARCH



International Association of Law Schools **5th African Law Deans' Forum**

*Envisioning the Future of Legal Education Globally –
Inside the Crystal Ball*

**University of Zambia and Southern African Institute
for Policy and Research
Livingstone, Zambia**

May 8th – 11th, 2016

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AGENDA

Sunday, May 8th

Check In *Protea Hotel, Livingstone*
Plot 2110 Mosi-o-Tunya Road, Livingstone, Zambia

18:30 *Meet at reception for transportation to dinner*

19:00-22:00 **Dinner**
Royal Livingstone Hotel
Hosted by University of Zambia, Law School

Monday, May 9th

9:00 **Registration**
Protea Hotel, Livingstone
Plot 2110 Mosi-o-Tunya Road, Livingstone, Zambia

9:30 – 9:45 **Welcome Address**

- Frederick Mudenda, *Dean, University of Zambia Law School, Zambia*
- Kalombo Mwansa, *Dr., Southern African Institute for Policy and Research, Zambia*
- Barbara Holden-Smith, *Vice-Dean, Cornell Law School and General Secretary/Treasurer of the International Association of Law Schools, United States*

9:45 – 10:45 **Session 1: Envisioning the Future of Legal Education Globally – Inside the Crystal Ball**

Moderator:

- Barbara Holden-Smith, *Vice-Dean, Cornell Law School and General Secretary/Treasurer of the International Association of Law Schools, United States*

Panelists:

- Luis Franceschi, *Dean, Strathmore Law School, Kenya*
- Kelali Kiros Negesse, *Dean, University of Gondar, Ethiopia*
- Obeng Mireku, *University of Fort Hare, Nelson R Mandela School of Law, South Africa*
- Damale Naggita-Musoke, *Dean, Makerere University, School of Law, Uganda*

Questions:

- From the perspective of your institution, what are the top key challenges and opportunities facing you as a dean today?
- What do you anticipate them to be in the future?

10:45 – 11:15 Break

11:15 – 12:30 Small Group Discussion on Session 1
See page #7 for Small Group

Questions:

1. Does the future of legal education differ from the past or present? If so, how?
2. What are the top key challenges and opportunities facing law school leaders today as we look to the future?
3. What strategies and tools are available or need to be developed to make future legal education more congruent with present day realities, particularly the millennials?
4. Are there other key challenges and opportunities which were not discussed in Session 1?

12:30 – 13:30 Lunch

13:30 – 14:30 Session 2: Judicial Council

Moderator:

- Emmanuel Magade, *Dean, University of Zimbabwe Law School, Zimbabwe*

Panelists:

- Esther Kisaakye, *Justice, Supreme Court of Ghana, Ghana*
- Eva Luswata Kawuma, *Judge, High Court of Uganda, Uganda*
- Mumba Malila, *Judge, Supreme Court of Zambia, Zambia*
- Michael Musonda, *Judge, Supreme Court of Zambia, Zambia*
- Georgina Wood, *Chief Justice, Supreme Court of Ghana, Ghana*

Question:

- From the judicial perspective, what are the basic values necessary for a student educated in the law?
- How do legal educators imbue in their students these values?
- How to implicate a system of values in legal education, the judicial perspective?

14:30 – 15:30 Small Group Discussion on Session 2
See page #7 for Small Group

Question:

- Addressing the need for values education as seen from the judicial perspective.

- 15:30** **Group Photo**
- 18:30** *Meet at reception for transportation to dinner*
- 19:00 – 22:00** **Dinner**
Zambezi Sun (Avani) Hotel
Hosted by Southern African Institute for Policy & Research

Tuesday, May 10th

- 9:00 – 10:30** **Session 3: Specific Challenges for Law School Leaders in the Africa Region**
- Moderator:**
- Obeng Mireku, Dean, *University of Fort Hare, Nelson R Mandela School of Law, South Africa*
- Panelists:**
- Penelope Andrews, *Dean, University of Cape Town, South Africa*
 - Emmanuel Magade, *Dean, University of Zimbabwe Law School, Zimbabwe*
 - Anthony Kakooza, *Dean, Uganda Christian University, Faculty of Law, Uganda*
 - Frederick Mudenda, *Dean, University of Zambia, Zambia*
- 10:30 – 11:30** **Small Group Discussion on Session 3: Learning from Each Other**
- Question:**
- Prioritize the major challenges
 - Outline a strategy to deal with each of the top three challenges in the region.
- 11:30 – 12:00** **Break**
- 12:00 – 13:00** **Session 4: Implementing the Singapore Declaration and Madrid Protocol**
- Moderator:**
- Luis Franceschi, *Dean, Strathmore Law School, Kenya*
- Forum Discussion**
- Topics:**
- Establishment of Study Groups
 - Self-Assessment Template
- 13:00 – 14:00** **Lunch**

14:00 – 15:00 **Small Group Discussions on Session 4: Strategies for Implementation**

15:00 – 15:15 **Closing**

- Barbara Holden-Smith, *Vice-Dean, Cornell Law School and General Secretary/Treasurer of the International Association of Law Schools, United States*

18:30 *Meet at reception for transportation to dinner*

19:00 – 22:00 **Dinner**
David Livingstone Safari Lodge & Spa
Hosted by IALS

Wednesday, May 11th

9:00 – 11:00 **Optional Cultural Tour**
Victoria Falls
Hosted by Dr. Pamela Towela Sambo, Assistant Dean, University of Zambia Law School

SMALL GROUPS

Group #1

Tonga Room #1

| | | |
|------------|---------------|---|
| Abdulkarim | Abubakar Kana | Nasarawa State University, Keffi |
| Penelope | Andrews | University of Cape Town |
| Luis | Franceschi | Strathmore Law School |
| Anthony | Kakooza | Uganda Christian University, Faculty of Law |
| Mumba | Malila | Supreme Court of Zambia |

Group #2

Tonga Room #2

| | | |
|----------|----------------|--|
| Ifedayo | Akomolde | Ekiti State University, Ado Ekiti, Nigeria |
| Barbara | Holden-Smith | Cornell University Law School |
| Evan | Kalula | University of Cape Town |
| Eva | Luswata Kawuma | High Court of Uganda |
| Michael | Musonda | Supreme Court of Zambia |
| Georgina | Wood | Supreme Court of Ghana |

Group #3

Tonga Room #3

| | | |
|-----------|----------------|--|
| Yahaya | Bambale | Ahmadu Bello University, Zaria |
| Esther | Kisaakye | Supreme Court of Ghana |
| F. Juah | Lawson | Louis Arthur Grimes School of Law, University of Liberia |
| Obeng | Mireku | University of Fort Hare in East London, South Africa |
| Frederick | Mudenda | University of Zambia |
| Damalie | Naggita-Musoke | Makerere University, School of Law |

Group #4

Tonga Room #4

| | | |
|----------|---------------|----------------------------|
| Marja | Hinfelaar | SAIPAR |
| Kelali | Kiros Negesse | University of Gondar |
| Emmanuel | Magade | University of Zimbabwe |
| Kalombo | Mwansa | Zambian Open University |
| Adeniyi | Olatunbosun | University of Ibadan |
| Hennie | Strydom | University of Johannesburg |

BIOGRAPHIES



Kana Abdulkarim Abubakar, Dr
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Born in Obi Nasarawa State Nigeria on the 19th of October 1974. Went to primary school partly in Keffi and Jos Nigeria. Completed primary school in 1986, Secondary School in 1992, LLB with honours in 1999 University of Jos, Nigerian Law School and called to Nigeria Bar in January, 2001. Completed LLM in 2004 and Ph.D in 2012 with research interest in criminal law, especially laws of corruption. Started teaching in 2002 alongside active legal practice. Teaches criminal law, law of evidence and criminology. Was Head of Department of Civil law in 2005, Deputy Dean in 2009 and Ag. Dean of Law in 2014. Has a total of 18 published articles and conference proceedings and two text books published in 2014. A member of IBA, NALT, NBA and many other organisations. Active in students movement as a student and currently the Vice Chairman of the Local chapter of the Bar Association. Life's interest is in research, teaching and community service. Married with 3 children.



Ifedayo Akomolede, Professor
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Professor Akomolede Timothy Ifedayo is a Legal Practitioner, scholar and Law Teacher of repute. His experience spans more than two decades. He attended the famous University of Benin, Benin city, Nigeria where he obtained his Bachelor of Laws (2nd Class Upper) Degree in 1987. He won the prizes for best overall performance in both Departments of Private and Property Law and Jurisprudence and International Law. He obtained his Master of Laws(LL.M) Degree from the University of Lagos in 1991 and Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D) Degrees in Law from the Obafemi Awolowo University, Ile-Ife in 2002 and 2006 respectively. He also holds a Master of Business Administration (MBA) Degree from Obafemi Awolowo University, Ile Ife which he obtained in 1995 and a Master of Public Administration (MPA) Degree from the University of Lagos in 1998. He is an Associate member of The Institute of Chartered Secretaries and Administrators, London(ICSA) and Nigeria(ICSAN). As a seasoned scholar, he has taught in various institutions of higher learning in Nigeria including the Nigerian Law School. He was a Senior Lecturer and Head of Department of Jurisprudence and International Law at Igbinedion University, Okada. He was also a Senior Lecturer and Coordinator of Postgraduate programmes at Olabisi Onabanjo University, Ago Iwoye, Nigeria. He joined the services of University of Ado Ekiti (now Ekiti State University) as a Reader(Associate Professor) in January 2009 and was appointed the Acting Dean of the Faculty in August 2009. He is presently a Professor of Law and Dean of the Faculty of Law, Ekiti State University, Ado-Ekiti, Nigeria. He has published extensively in learned journals, both locally and internationally particularly in the areas of Consumer Protection Law, E-commerce, Corporate Governance and Alternative Dispute Resolution. He is married to Barrister(Mrs) Olayinka Akomolede and the marriage is blessed with lovely children.



Penelope Andrews, Dean and Professor
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Professor Penelope (Penny) Andrews is the Dean of U.C.T. Faculty of Law. Her areas of research and scholarship include public international law, comparative constitutional law and racial and gender equality.



John Baloro, Dean
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Prof. Baloro is a Barrister-at -Law and Solicitor of the Supreme Court of Ghana, having been admitted in 1985. He commenced law teaching in 1982 at the Faculty of Law of the University of Ghana and have since taught and researched in various areas of law such as commercial law, company law, international economic law/ trade law and public international law. His focus of research and publications are in these areas. Over the years, he worked in seven different law schools mainly in West Africa and Southern Africa. Of these, he served as the Dean of the Faculty of law in four of them. Currently, he is the Dean of the Faculty of Law of the University of Namibia. Among other things, he also holds the UNAM WTO Chair as part of the WTO Chairs programme. His latest publication is a book chapter dealing with the Republic of Namibia in a book on “aid for trade “which was published and launched by the WTO in February 2014.



Yahaya Yunusa Bambale, Dean
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Y.Y. Bambale was born in 1962 in Zaria City, Kaduna State. He did his LL.B., LL.M and Ph.D (Law) from A.B.U., Zaria. He was called to Nigerian Bar in 1986. He started his teaching career as an Assistant Lecturer in 1988 in the Faculty of Law, A.B.U. Zaria and rose through the ranks to become Professor of Law in the year 2008. He taught many courses ranging from Criminal/Civil Procedure, Medical Jurisprudence, Islamic Criminal Law, Islamic Law of Torts, Introduction to Islamic Law etc. but specializes in Comparative Criminal Law and Islamic Jurisprudence. He has supervised over 30 Ph.D and LL.M students. He held many university positions including Dean of Students, Deputy Dean of Students, Assistant Dean, Chairman Junior Staff Disciplinary Committee, Member of the University Senate. Also, Member of Nigerian Bar Association, Member of Nigerian Association of Law Teachers, Member of Nigerian Association of Islamic Law Teachers. Editor-in-Chief of the Faculty ABU Law Journal. He has over 30 published articles in peer review journals, and five published referenced books.



Luis Franceschi, Dean
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Dr Luis G Franceschi holds an LL.B (UCAB), LL.M (Nairobi) and LL.D (Navarre) with a Cum Laude thesis on *The African Human Rights Judicial System: A Proposal for Streamlining Structures and Domestication Mechanisms Viewed from the Foreign Affairs Power Perspective*. He has been a Constitutional, International and Civil Law lecturer. He is chairman of the Board of the Ethics Institute of East Africa and chairman of the Scientific Committee of the Annual Ethics Conferences since 2004. He is also chairman of A.L.L. Foundation and an adjunct faculty member at Strathmore Business School. He has published more than a dozen peer reviewed articles and books on topics relating to law and ethics. He has been a Governing Council Delegate (Governing Council – UNEP and UNCHS) and the Legal Advisor to the President of the Governing Council of the United Nations Environment Programme, where he co-drafted the UN Nairobi Declaration. He was also a Country Representative at the 7th and the 4th Global Training Program on Environmental Law & Policy (United Nations Environment Program – 2005 and 1999 respectively). He is a certified ISO auditor.



Marja Hinfelaar
South African Institute of Policy and Research, Zambia
marja.hinfelaar@saipar.org

Marja received her PhD in History in 2001 from the University of Utrecht, the Netherlands, where her dissertation focused on the history of women's organisations in Zimbabwe. She is the co-editor of *One Zambia, Many Histories. Towards a History of Post-colonial Zambia* (Brill, Leiden 2008) and *Living the End of Empire. Politics and Society in Late Colonial Zambia* (Brill, Leiden, 2011). For 10 years, she was the coordinator of digitization projects, based at the National Archives of Zambia. In addition, Marja is a political analyst, having published on elections in Zambia in *African Affairs*. At SAIPAR, Marja is the Director of Research and Programs (www.saipar.org) where, among other activities, she coordinates an affiliation program, the Cornell University Summer School, the Zambia Legal Information Institute (www.zambialii.org) and is a lead researcher on various research projects.



Barbara Holden-Smith, Vice-Dean
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Barbara Holden-Smith, recognized for her groundbreaking work in Supreme Court history and practice, currently teaches conflicts, federal courts, civil procedure, advanced civil procedure, and African Americans and the Supreme Court. After her graduation from the University of Chicago Law School, she spent a year in an Illinois law firm and then entered a clerkship with the Hon. Ann C. Williams of the U.S. District Court for the Northern District of Illinois. Professor Holden-Smith then joined the Washington, D.C. law firm of Arnold & Porter, where she worked for three years in litigation, antitrust, and food and drug law, before she joined the Cornell Law School Faculty in 1990. Her scholarship has addressed the legal response to lynching and the fugitive-slave cases. Her scholarly interests include global access to justice, and legal and political responses to historical injustices.



Anthony Kakooza, Dean
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Dr. Anthony Kakooza holds a Doctor of the Science of Law (J.S.D) degree in Intellectual Property and Cyber Law from the University Of Illinois College Of Law in Urbana-Champaign (U.S.A) (Class of 2014). He also holds a Master of Laws (LL.M) degree in International Economic Law, specializing in International Intellectual Property Law, from the University of Warwick in Coventry, U.K (Class of 2004) as well as a Bachelor of Laws (LL.B) degree from Makerere University (Class of 2000). He is an enrolled Advocate of the High Court of Uganda and all Courts subordinated thereto. Dr. Kakooza has been lecturing Intellectual Property and Cyber law at the Uganda Christian University as well as Nkumba University since 2006. He has also published widely in his areas of expertise and regularly writes a blog as well.



Evance Kalula, Professor
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Evance Kalula is professor and director of the International Academic Programmes Office and the Confucius Institute, University of Cape Town. He holds a personal chair as professor of employment law and social security in the Faculty of Law where he served as Deputy Dean for many years. He is editor-in- Chief of the SADC Law Journal and serves on a number of editorial and advisory boards. He is a member of the Ministerial Advisory Panel, Department of Economic Development, South Africa and President of the International Labour and Employment Relations Association.



Kelali Kiros Negesse, Dean
University of Gondar, Ethiopia
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I graduated with Bachelor Degree in Law from Hawasa University, Ethiopia on July 12, 2007 and my master degree in law on March 12, 2012 from Addis Ababa University, Ethiopia. Since October 26, 2007 I have been employed as Lecturer of laws at University of Gondar, School of Law, Ethiopia. Since then in addition to my major duty in teaching learning, I have worked in different administrative positions. From December 26, 2008 – February 19, 2010 I have worked as a founder and Director of the University of Gondar Free Legal Aid Service Center. Starting from February 19, 2010 I was sponsored to study a two years masters program at Addis Ababa University, Ethiopia. After finalizing my study on March 12, 2012 I was appointed to run the Workers' Compliant Handling Office. Since October 11, 2013 I have been serving as Dean of the School of Law at the University of Gondar and Chairperson of the Ethiopian Law Schools' Consortium. Serving in the above different positions has helped me to improve my leadership skill through experience.



Esther Kisaakye, Justice
Supreme Court of Uganda, Uganda
kisaakyeem@yahoo.com

Hon. Justice Dr. Esther Kisaakye Kitimbo is a Justice of the Supreme Court of Uganda. She is the Chairperson of the Uganda Judicial Training Committee and the President of the National Association of Women Judges in Uganda. She holds a Bachelor of Laws Degree (LL.B Hons. – Upper Second) Division, a LL.M from Georgetown University Law Center, Washington, D.C. and a Doctorate (SJD) from the Washington College of Law, American University, U.S.A. She is also a former Fellow of the Law and Advocacy for Women Fellowship Program of the Georgetown University Law Center, Washington, D.C. Prior to her appointment to the Bench, Justice Kisaakye Kitimbo taught law at Makerere University, Kampala, Uganda, practiced as an Attorney and as a Consultant for Civil Society organizations and several UN Agencies from 1985 - 2009. She co-edited the Human Rights of Women and African Experiences, (Nowak M, Kisaakye E, Oberlietner G. (Eds.), Zed Books, 2002. Her working experience spanning over the last 33 years mainly focused on human rights; women's rights; gender, employment and the law; family law; health law; HIV/AIDS and the law. Justice Kisaakye Kitimbo also served as a Legal Advisor to the Vice President of Uganda, and as Executive Director of the Uganda Network on Law, Ethics & HIV/AIDS (UGANET). She has held several leadership positions in Constitutional Commissions, the Judiciary, Civil Society and other community organizations, as well as professional bodies in Uganda and beyond. These include Judicial Service Commission of Uganda, the Uganda AIDS Commission, the AIDS Support Organization (TASO); the National Forum of People Living with HIV/AIDS in Uganda (NAFOPHANU), the Uganda, the Uganda Association of Women Lawyers (FIDA-Uganda), the Uganda Network on Law, Ethics & HIV/AIDS, the Uganda Law Society and Rotary International.



F. Juah Lawson, Counsellor-At-Law & Assistant Professor
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Hon. F. Juah Lawson is a citizen of the Republic of Liberia, a Counsellor-At-Law of the Bar of the Honorable Supreme Court of the Republic of Liberia, Former President of the Grand Bassa County Local Bar Association; an Associate Professor of Law and Associate Dean at the Louis Arthur Grimes School of Law, University of Liberia and Managing Partner of the Renaissance Law Group (RLG) Incorporated, a local law firm in Liberia. Counsellor F. Juah Lawson, earned a Masters of Law (LLM), from Indiana University's Michael Maurer School of Law, in the United States of America. Her studies concentrated on International Business Law with emphasis in Human Rights; a Bachelors of Law (LLB) from University of Liberia's Louis Arthur Grimes School of Law and a Bachelor of Science in Economics from University of Liberia's College of Business and Public Administration. Counsellor Lawson has served the Government and people of the Republic of Liberia as Chairperson of the Board of Directors of the Liberia Civil Aviation Authority, the authority with the responsibility to regulate the airports, airlines and travel agencies; Minister of Labor and Chairperson of the Board of Directors of the Liberia Maritime Authority. Counsellor Lawson is very passionate about Human Rights and in pursuit of that and worked for the United Nations for five years, serving with the United Nations Mission in Liberia, as Human Rights Monitor, Child Protection Officer, Conduct and Discipline Officer, and Training Officer. Monitored and reported on: All forms of abuses against Children regarding rape, and other forms of sexual violence; child protection within the criminal justice system including the detection of children by the

police and prison system, and the handling of children within the courts. Most importantly, Counsellor Lawson is a proud mother and grandmother.



Eva Luswata Kawuma, Judge
High Court of Uganda, Uganda
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Married with two biological and one adopted child. I hold a degree in Law from the Makerere University in Kampala Uganda, a post graduate diploma in Women's Law from the University of Zimbabwe and, a post graduate degree in human rights from the University of Pretoria, South Africa. I have also received extensive post graduate training in human rights and supra national criminal law from different institutions. I practiced law for 20 years as a private practitioner and human rights and gender consultant. My main areas of practice was in family, land and labour law. I was in June 2013, appointed a Judge of the High Court and I am presently stationed at the Land Division. In my previous profession and even now, I do have a keen interest in improving legal education and practice. I have previously lectured gender and the law at my former university and continue to work with the Makerere University law school as a visiting lecturer and external examiner for post graduate students. During my time as a practicing lawyer, I represented the Uganda Law Society as a member of the Disciplinary Committee of the Law Council at which issues of ethics, discipline and good practice of lawyers were constantly discussed and imparted. Currently, I offer my services to our Judicial Training Institute and have conducted trainings in alternative dispute resolution and gender, as well as strategies to improve capacity of judicial officers in integrating international and national human rights standards in their judicial responses to sexual and gender based violence. Formal and informal mentorship co-exists in Uganda today. I have both at my former law firm, and now in my court, mentored law students and young lawyers (especially young women) whenever called upon by the Uganda Law Society and through formal supervision of post and under graduate students of law, during clerkship semesters in partial fulfillment of their law degrees. I have observed and come to appreciate that maintaining high standards of legal education is vital for creating a sustainable pool of legal and judicial practitioners that are competent to practice law in the domestic and global legal systems. This can be achieved principally by law schools but equally with support from, or in consortium with, other legal institutions such as the Judiciary and law societies memberships. I am hoping that my attendance at the 2nd Global Law Deans Forum will be one useful way of sharing experiences and improving my skills in giving such support.



Emmanuel Magade, Dean
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I am a holder of 3 Law degrees and I am a registered Legal Practitioner. I am also a member of the Law Society of Zimbabwe and The Council of Legal Education, a statutory body that regulates legal education in Zimbabwe. The Faculty that I head offers one undergraduate degree programme, LL. B (Hons) and 2 postgraduate programmes. The Faculty of Law (University of Zimbabwe) has a student population of about 600 students. My Research interests are mostly in the areas of Criminology, Human Rights and the Law of Evidence. Our niche area is mooting and the Faculty's moot teams have been crowned champions at the Pan African Moot Court in Arusha, Tanzania in 2007, 2009 and 2011. We were also first runners up at the Pan-African Moot Court Competition in Arusha, Tanzania in 2010, 2013 and 2014. We also

operate a very vibrant legal aid clinic which is run by students and supervised by a Director who is a registered legal practitioner and a member of the teaching staff. Finally, on the 2nd of September 2015 I was sworn in by the president of the Republic of Zimbabwe as a commissioner of the Zimbabwe Electoral Commission (ZEC). It comprises of nine commissioners including the chairperson who is a Supreme Court Judge. The commission is an independent constitutional body which runs all elections in the country. These include elections to local authority positions such as district and urban councils, the senate, the chiefs' council, the house of assembly and presidential elections to elect the head of state and government. The election is for a term of six years and it is renewable for one further term only.



Mumba Malila, Judge
Supreme Court of Zambia, Zambia
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Honourable Mumba Malila, S.C. (LLM, Cambridge), (LLB, University of Zambia), LL.D candidate at Pretoria University, Centre for Human Rights
Supreme Court judge. Former Attorney-General. Former chairperson of the Human Rights Commission of Zambia and vice-chairperson of the African Commission on Human and People's Rights. Former lecture and assessor at the Zambia Institute of Advanced Legal Education (ZIALE) and former chairperson of the Council of ZIALE for nearly six years. Former Lecturer in Law, School of Law, University of Zambia.



Obeng Mireku, Professor
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Obeng Mireku is a Professor of Law and Dean of the Nelson R Mandela School of Law at the University of Fort Hare, South Africa. He is also the Managing Editor of *Speculum Juris*, an accredited law journal which has recently gone online. Besides, he serves as a member of the Editorial Board of the *US-China Review* law journal. Prior to taking up his current position as Dean at the University of Fort Hare, he had served as the Executive Dean of the Faculty of Management and Law at the University of Limpopo as well as the Dean of the School of Law and founding Director of the Ismail Mahomed Centre for Human & Peoples' Rights at the University of Venda. His book, *Constitutional Review in Federalised Systems of Government: A Comparison of Germany and South Africa*, was published in 2000. Against a rich background of management experience, he has extensive teaching, research and publication record in public law, particularly in constitutional law, administrative law and human rights.



Frederick Mudenda, Dean of Law
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Fredrick Mudenda is a lecturer in the School of Law at University of Zambia and is currently the Dean of the School. He is a holder of an LLB degree from University of Zambia (1995) and an LLM from Washington College of Law American University, Washington D.C (1998). He is an Advocate of the High Court of Zambia having been called to the Zambian Bar in December 1995. He has combined, teaching and practising Law. His main areas of interest are Land Law, Environmental Law, Trade and Investment Law. He is the author of the book "Land Law in Zambia," cases and materials.



Michael Musonda, Judge
Supreme Court of Zambia, Zambia
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Honourable Michael Musonda, S.C, MCI Arb (MPhil, Oxon) (LLM, University of London), (LLB, University of Zambia). Supreme Court judge. Former managing Partner M. Musonda & Co. Legal Practitioners, Lusaka, Zambia, Former President of Law Association of Zambia (LAZ), former Lecturer in Law, School of Law, University of Zambia. Honorary Lecturer and Examiner, Zambia Institute of Advanced Legal Education (ZIALE).



Kalombo Mwansa, Dr.
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Kalombo Mwansa (LL.B, UNZA) (LLM Harvard) (Mphil Cambridge) (PhD London) (SAIPAR board member) Former Minister of Defense, Home Affairs, Mines and Foreign Affairs. Former lecturer at UNZA. Current Senior Lecturer and Dean of Law School, Zambian Open University. Published a number of articles in the area of Criminal Justice and a book entitled "Property Crime and the Criminal Process in Lusaka Magistrates' Courts."



Damalie Naggita-Musoke, Dean
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Dr. Naggita-Musoke is the Acting Principal and Dean of the School of Law, Makerere University. She has previously served as Head of the Department of Law and Jurisprudence and as Associate Dean of the Faculty of Law. She is a member of the School of Law Anti-Sexual Harassment Committee. She has also worked as Senior Legal Officer of Coffee Marketing Board Limited. She possesses a postgraduate diploma in International Law and Organization for Development (Institute of Social Research The Hague, Netherlands) and a Postgraduate Certificate in Human Rights of Women. She is also an advocate of all courts of Judicature in Uganda and a partner in Mubiru-Musoke, Musisi & Co. Advocates. Dr Naggita-Musoke is a member of Makerere University Investment Advisory Committee, Member Uganda Law Council, Member, Law Development Centre Management Committee and Chair Appeals Committee, Law Development Centre. She is also the Deputy Chancellor of Mukono Diocese, Church of Uganda. She lectures in Bankruptcy and Hire Purchase Law, Family Law, Civil Procedure and the Law of Evidence. Research interests include Gender and Women's rights, Disability rights and Poverty issues, Children's rights and juvenile justice.



Adeniyi Olatunbosun, Dean
Faculty of Law, University of Ibadan, Nigeria
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Professor Olatunbosun belongs to academic and professional bodies. He is a member of the Nigerian Association of Law Teachers (NALT); Nigerian Bar Association; Member, African Regional Institute Africa Borderland Studies-German Technical Cooperation, Nigeria-Benin Republic, Member, International Society of Nigeria, Member, European Society of Criminology; American Society of International Law; IUCN, Academy of Environmental Law; European Energy Law Forum; and Society for International Relations Affairs (SIRA). Visiting Fellow, British Institute of International and Comparative Law, London, 2006; Visiting Fellow, British Institute of Advance Legal Studies, 2006; Visiting Post-Doctoral Research Scholarship at Max-Planck Institute Freiburg Germany, 2010; Appointed as expert to ICC in the Netherlands from 2014 to 2019. He is a Professor of Public and International Law with specialization in the field of Criminal Justice, Environmental Law, Energy - Industrial Law, Jurisprudence and Private International Law. He is the current Dean, Faculty of Law, University of Ibadan, Nigeria. He is married with children



Hennie Strydom, Professor
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Prof Hennie Strydom is professor in public international law and holds the National Research Foundation Chair in International Law at the University of Johannesburg. He is the President of the South African Branch of the International Law Association and his research addresses a broad spectrum of topics within international law. He is also the editor a co-author of a recent text book on international law, published by Oxford University Press.



Georgina Wood, Justice
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The Hon. Lady Chief Justice, Mrs. Georgina Theodora Wood, is the first female Judge to head Ghana's Judiciary, an institution to which she has devoted nearly forty years of her life. Since becoming Chief Justice in 2007, she has put a number of programmes into action to achieve her goal of reforming Ghana's judicial system. Under her leadership, she has ensured that judicial independence has been underpinned by the core values of integrity, propriety and incorruptibility, impartiality, equality, transparency, diligence and competence. As a firm believer in continuing judicial education, Chief Justice Wood has also sought opportunities in leading universities in the U.S. and the U.K. in particular, for post-graduate studies (LLM) for Ghana's Judiciary in relatively newer areas of the Law such as Oil and Gas, ICT, Taxation, International Law and Justice, Intellectual Property and Maritime Law to build the capacity of judges and enhance their professional development.

SINGAPORE DECLARATION

Global Standards and Outcomes of a Legal Education

The following principles outline global standards and outcomes of a legal education. These principles establish a baseline and a common language for future efforts to improve legal education.

Global Standards for a Legal Education

1. Regulation

Regulation of legal education and internal law school governance should be:

- i. Formulated with law faculty input and be subject to domestic, and where appropriate, international peer review;
- ii. Objective;
- iii. Transparent;
- iv. Verifiable;
- v. Consistently applied;
- vi. Informed by evolving domestic and international norms; and
- vii. Jurisdictionally specific.

2. Students

A. Selection of Students

It is recognized that admission standards should be based on established local criteria taking into consideration the jurisdiction's public policy as to admission criteria of students into higher education.

Student selection should be:

- i. Objective;
- ii. Transparent;
- iii. Verifiable;
- iv. Consistently applied; and
- v. Informed by evolving domestic and international norms.

B. Evaluation of Students

Student evaluations should be incorporated in a comprehensive legal educational program to enable law graduates to attain the outcomes specified in the Statement of Principles: Outcomes for a Legal Education. They should be:

- i. Objective;
- ii. Transparent;
- iii. Verifiable;
- iv. Consistently applied,
- v. Informed by evolving domestic and international norms.

It is recognized that there are a variety of forms of student evaluation which vary from jurisdiction to jurisdiction, as well as from institution to institution. It is recognized that there is a growing emphasis on formative rather than purely summative evaluations of student performance.

3. Faculty

It is recognized that local standards, needs and resources guide the recruitment, evaluation, advancement and retention of law faculty.

Local standards should be:

- i. Objective;

- ii. Transparent;
- iii. Verifiable;
- iv. Consistently applied;
- v. Informed by evolving domestic and international norms.

4. Curriculum

It is recognized that there are many methodologies in teaching law. All such methods should inform the faculty as to how best to educate their students in the context of local needs and resources.

Local standards should be:

- i. In conformity with established local criteria and policies;
- ii. Comprehensive and flexible;
- iii. Tied to the Principles of a Global Standard for Outcomes of a Legal Education;
- iv. Informed by evolving domestic and international norms; and
- v. Subject to periodic domestic, and where appropriate, international peer review

5. Infrastructure – Physical, Technological and Administrative

It is recognized that the physical, technological, as well as access to legal resources and the administrative infrastructure of an educational institution are fundamental in achieving the Outcomes of a Legal Education. It is also recognized that educational institutions must work within the context of the resources available within their jurisdiction. Infrastructure should be:

- i. Sufficient and adequate to enable the institution to achieve the Outcomes of a Legal Education;
- ii. Informed by evolving domestic and international norms; and
- iii. Subject to periodic domestic, and, where appropriate, international peer review.

Outcomes of a Legal Education

A. Knowledge

A law graduate should know and understand:

- i. The core areas of substantive and procedural law;
- ii. How laws are created, implemented and changed; and
- iii. The contextual underpinnings of the operation of law (both domestically and globally).

B. Skills

A law graduate should be proficient in:

- i. General academic skills, including critical analysis and reasoning;
- ii. Researching, reading and analysing legal materials;
- iii. Problem solving, planning and strategizing how to comply with legal requirements; and
- iv. Constructing a legal position and effectively communicating (orally and in writing) within a legal context.

C. Values

A law graduate should know and understand the need to act in accordance with:

- i. The professional ethics of the jurisdiction; and
- ii. The fundamental principles of justice and the rule of law.

Adopted by the International Association of Law Schools at the inaugural Global Law Deans' Forum, held at the National University of Singapore Faculty of Law, 26 September 2013.

MADRID PROTOCOL

Principles of Evaluation of Legal Education

Recognizing that there is a diversity of approaches, higher legal education evaluation must:

1. Respect the competence of the legal academy to set, maintain and improve legal education standards;
2. Promote each institution's distinctive mission while taking into account its context; and
3. Acknowledge the views of relevant internal and external stakeholders.

Therefore, standards of any evaluative process must be:

1. Formulated with law faculty input and be subject to domestic, and, where appropriate, international peer review;
2. Jurisdictionally and institutionally specific;
3. Informed by evolving domestic and international evaluative practices;
4. Objective;
5. Transparent;
6. Verifiable; and
7. Consistently applied.

SELF-ASSESSMENT REPORT

Preparing a Self-Assessment Report for External Review

Chancellor & Dean Emeritus Mary Kay Kane
University of California, Hastings College of the Law
Chair, IALS Emeritus Council

A Self-Assessment Report is essentially a narrative that is intended to present a brief snapshot of the school, its self-identified goals, its challenges, and any means of reaching its goals or addressing weaknesses that the school has identified. That information is the starting point for any outside review of a law school program.

What follows is an outline or template for a Self-Assessment Report, with some brief discussion of what may be included in each section. This template covers all aspects of the law school, but can be adapted to focus on only some areas of particular interest to the school, if the school prefers to engage in a more targeted review.

Self-Assessment Report Template

I. INTRODUCTION

A. Background—Cultural Context

Describe the legal infrastructure of the country (e.g., civil, common law, other), including a brief description of the structure of the court system and the legal profession. Include a description of any rules related to the certification of lawyers for admissions to the practice of law.

Describe the overall higher education system of the country and legal education in particular. Include a description of the regulatory authority and regulation of legal education as it affects undergraduate and graduate legal education, as well as the curriculum for those programs.

B. Institutional Context

Provide a brief description of the university of which the law school is a part, including the date when the university and the law school were founded, the student body size, and the degrees that are offered at both the university and law school levels.

Describe any prior law school assessments. These should include University assessments, self-assessments, and any regulatory assessments done under the direction of regional, national or international authorities. Note how the evaluative processes that were undertaken comport with the principles developed in the Madrid Protocol.

C. Mission and Goals of Law School

Identify the mission, goals and objectives of the law school that the program of legal education is designed to achieve. [The achievement of these goals will be discussed under the separate headings related to specific aspects of the program.]

II. SELF-ASSESSMENT AND STRATEGIC PLANNING PROCESS

A. Self-Assessment

Describe the process that the law school used to prepare this Self-Assessment, including who participated in its drafting and the manner in which different groups or individuals participated in its creation or approval.

B. Strategic Planning

Describe the law school's strategic planning process by which the school (1) identifies specific goals and the means to achieve them; (2) assesses its success in realizing the established goals; and (3) periodically re-examines and revises its goals.

III. PROGRAM OF LEGAL EDUCATION

A. Degree Requirements

Describe the requirements for students seeking a degree in law. Please include: (1) the number of hours (or courses) needed to achieve a degree; (2) the quantity or period of instruction; and (3) the required curriculum. With regard to the required curriculum, indicate if any of those courses are required for certain years of study or whether they may be taken at varying times throughout a student's course of study.

B. Legal Writing

Describe the courses in which students are trained in legal writing, indicating which are required for graduation. In particular, include information about class size, the number and nature of the writing assignments, the opportunities to meet with a writing instructor, and any other ways in which a rigorous writing experience is fostered.

C. Professional Skills Instruction

Describe any live-client clinical opportunities offered, including the subject matter of those clinics, the methods in which they are taught, and the supervision given.

Describe any other skills training classes in the curriculum in which the primary focus is on instruction in the methods of delivering legal services (e.g., moot courts, mediation classes, legislative drafting, etc.).

D. Professional Responsibility Instruction

Describe how the school provides instruction in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members and whether the school ensures that each student receives that instruction.

E. Elective Curriculum

Describe the elective curriculum (other than already described above) at the law school, explaining how the school provides instruction in the substantive law generally regarded as necessary to effective and responsible participation in the legal profession and consistent with its identified mission.

F. Overall Assessment

Briefly indicate: (1) if there are areas of the curriculum that need additional improvements or offerings; (2) what, if any, plans exist to address those curricular needs; and (3) what the challenges will be in meeting the curricular needs. Also indicate how the curriculum is designed to prepare students with the knowledge, skills and values outlined in the Singapore Declaration.

IV. FACULTY

A. Qualifications and Size of Faculty

Report the size and composition of the faculty, describing the level of competence of the faculty with reference to its education and experience in both teaching and practice, and what portion of the faculty is full-time and what portion is part-time.

Indicate whether full-time faculty members devote substantially all their working time to teaching, scholarship, service, and governance at the law school.

Indicate changes in the composition of the faculty in the last three years and any efforts made to hire and retain a competent faculty.

A. Faculty Responsibilities

Describe the law school's requirements with respect to a full-time faculty member's responsibilities in (1) teaching (including consultation with students and academic advising); (2) scholarship; (3) service to the law school and university community; (4) obligations to the profession; and (5) obligations to the public (including participation in pro bono activities).

B. Teaching

Describe the steps taken by the law school to promote the teaching effectiveness of its faculty (e.g., teaching workshops or teaching awards). Note whether the school uses student teaching evaluations or some other method to evaluate faculty teaching quality.

C. Research and Publications

Discuss whether the faculty members are actively engaged in scholarship and how the school supports scholarship (e.g., librarian support, research assistance, research colloquia). Indicate whether the law school has an established policy with respect to academic freedom.

D. Service Activities

Report on the faculty's public service activities both within and outside the university.

E. Overall Assessment

Briefly indicate: (1) if there are areas of the faculty described above that need additional improvements; (2) what, if any, plans exist to address those faculty needs; and (3) what the challenges will be in meeting them. Indicate how the faculty conditions and requirements meet the principles of the Singapore Declaration and Madrid Protocol.

V. STUDENTS

A. Admissions

Describe the student admissions policies and processes and the controls and standards for admission. Describe who has the primary responsibility for recruiting, screening, and admitting students. Indicate the number of applications and students admitted each year for the past three years.

Indicate whether students are allowed to transfer into the law program and, if so, describe the basis for making transfer decisions and the numbers of students involved.

Describe the policies and processes for students seeking admission for a master's degree or for a PhD degree, including the same information as requested for the undergraduate program in the first paragraph above.

B. Evaluation of Scholastic Achievements

Describe the examination process, grade distribution, and any policies concerning the rigor of exams, term papers, and other written assignments. Include a description of how student outcomes are assessed to determine if goals are being met.

Describe the requirements for a student to remain in good standing (including standards for graduation) and the process for probation or disqualification. Indicate whether students who are disqualified are eligible for readmission. Indicate how many students over the past three years have been placed on probation, disqualified, or readmitted. Indicate the graduation rate over the past three years for students entering the law program.

C. Academic Support

Describe any program of academic support the school makes available to its students to help them succeed in their studies. Please include: (1) the components of the program; (2) who provides the instruction; (3) to whom the program is available; and (4) whether and how the school monitors and evaluates the success of the program.

D. Student Services

Describe the administration and delivery of other students services, including student records, academic advising, and career counseling at the law school.

E. Employment Outcomes

Indicate the percentage of graduates who seek to enter the legal profession after graduation. Of those doing so, report on the legal employment of law school graduates, including the number and types of jobs in which they are employed, as well as the number of those not employed or not seeking employment. Include data from the last three years.

F. Overall Assessment

Briefly indicate: (1) if there are areas of the student services that need improvements; (2) what, if any, plans exist to address those needs; and (3) what the challenges will be in meeting them. Indicate how the treatment of students meets the principles of the Singapore Declaration and Madrid Protocol.

VI. LAW SCHOOL ADMINISTRATION

Describe the administrative structure of the law school, including the relationship of the law school to the university administration.

VI. LIBRARY AND INFORMATION RESOURCES

A. Library Collection and Access to Information

Briefly describe the law library collection and information access provided by the school. Indicate how the law library and information resources (1) satisfy the demands of the law school curriculum; (2) facilitate the education of students; and (3) support the teaching, research, and service interests of the faculty. Include how the library provides suitable space and adequate equipment to access and use all the information in its collection.

B. Library Services

Describe how the library provides the appropriate range and depth of reference, bibliographic, and other services and whether it meets the needs of the law school's teaching, research, and service programs.

C. Library Administration

Describe the law library administration and whether it has autonomy from the central university library sufficient to direct the growth and development of the law library under the direction of the dean.

D. Computer Technology and Information Delivery

Describe how the law library uses computer technology and whether it has sufficient equipment and technical support to make use of its electronic microform and other non-print materials.

E. Overall Assessment

Briefly indicate: (1) if there are areas in the library described above that need additional improvements; (2) what, if any, plans exist to address those needs; and (3) what the challenges will be in meeting them.

VII. TECHNOLOGY RESOURCES

A. Administration of the School and its Program

Describe the current and anticipated resources in information technology in support of the administrative functions of the law school.

B. Curricular and Research Programs

Describe the current and anticipated resources for information technology at the law school to support curricular and research programs.

C. Overall Assessment

Briefly indicate: (1) if there are technology resources areas that need additional improvements; (2) what, if any, plans exist to address those needs; and (3) what the challenges will be in meeting them.

VIII. FACILITIES

A. Adequacy of Facilities Generally

Describe the overall adequacy of the physical facilities for the current and anticipated programs of the law school.

B. Classroom, Seminar, and Professional Skills Space

Describe the class, seminar, and clinical rooms available for the program of legal education. Include, if applicable, whether the clinical space provides adequate space for client interviewing and confidentiality of case files.

C. Faculty Space

Describe the faculty office space available for full- and part-time faculty.

D. Administrative Space

Describe the space available for staff, equipment, and records.

E. Library Space and Research and Study Space

Describe the library facilities and how they are able to accommodate the school's students and faculty and all library functions. Indicate what quiet, study, research, and group study spaces are available for students and faculty.

F. Overall Assessment

Briefly indicate: (1) if there are space concerns that need additional improvements; (2) what, if any, plans exist to address those needs; and (3) what the challenges will be in meeting them.

FROM VOCATIONAL TO PROFESSIONAL EDUCATION
Insights into teacher education from cross-field studies of professional preparation
Judith Warren Little

(PDF article)

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4 Insights into teacher education from cross-field studies of professional preparation

Judith Warren Little

The educational research community exhibits a growing appreciation for the complexities of teaching knowledge and practice. Observational studies of classroom life in elementary and secondary schools, accumulated over decades, bear testimony to those complexities and go some considerable distance towards clarifying the dimensions and exigencies of practice. In one especially detailed account, Lampert (2001) relies on a year-long video record of a fifth grade mathematics classroom to parse the multiple 'problems of teaching' to which a teacher attends. Among the problems to be solved are teaching while students work independently or while leading a whole-class discussion, teaching to connect content across lessons, teaching to establish a classroom culture, and teaching students 'to be people who study in school'. These are multi-faceted problems with intellectual, social, emotional, and moral dimensions. Teachers encounter these and other problems as they traverse the contours of a school year and as they navigate moment-by-moment decision making on a daily basis; they tackle them in their out-of-classroom planning or reflection and in the immediacy of classroom exchange.

The demonstrated complexities of teaching point to the likely challenges entailed in learning to teach and thus would seem to provide both justification and guidance for a robust system of teacher education. Indeed, that perspective has shaped the design of exemplary programmes featured in case study research (Darling-Hammond, 2006) and has fuelled recent cross-university collaborations aimed at preparing novice teachers for 'ambitious teaching' (Boerst *et al.*, 2011; Lampert *et al.* 2013). Yet the broader enterprise of teacher education in the US has long been criticised as under-developed – weakly conceptualised, insufficiently anchored to the available research, inadequately evaluated, and institutionally marginalised (Conant, 1963; Lanier and Little, 1986; Hess, 2002).

This chapter locates teacher education within the broader terrain of education for the professions, asking what insights might be gleaned from studies of professional education in other fields. More specifically, I ask to what extent and in what ways have such fields, ranging from medicine to engineering, organised university-based professional education to attend to the multiple dimensions of professional work. The chapter's central argument is that contemporary studies of professional education present a compelling basis for judging preparation for practice to be a

worthy object of both pedagogical and scholarly attention. The available studies underscore a long-standing institutional ambivalence towards matters of practice in university settings, but also supply examples of innovative programmes that convincingly demonstrate the intellectual and social complexity of learning to do significant and complex professional work. The exemplary programmes suggest the benefit to be gained when professional preparation integrates novice professionals' opportunities to acquire foundational knowledge, hone practical expertise and judgement, and develop new professional identities and commitments.

Recent studies of professional education owe a debt to a long tradition of scholarly investigation rooted largely in sociology. Much of the prior work takes up macro-level questions regarding what Abbott (1988) has termed 'the system of professions' (see also Parsons, 1939; Freidson, 1983; Brint, 1994). Of particular interest in this chapter are more micro-level studies that attend to the nature of professional practice and to the preparation of professionals (for example, Merton *et al.*, 1957; Becker *et al.*, 1961). The following discussion takes its point of departure from recent studies in this latter category, positing that investigations that delve to the level of pedagogical practice and the learner's experience will generate insights on which we may productively build in teacher education.

Exploring the design and pedagogy of professional education – the Carnegie Foundation studies

In various fields and at various times, professions have been subject to critiques that have stimulated a close examination of professional preparation. In the most prominent example, at the end of the first decade of the twentieth century, Abraham Flexner (1910) issued his damning report on the quality of medical school education in the United States, a report commissioned and published by the Carnegie Foundation for the Advancement of Teaching. Flexner found a small number of programmes to admire and others whose weaknesses he thought could be remedied, but was dismayed in most institutions by inept lectures, inadequate clinical preparation, rudimentary assessments, and the absence of credibly professional faculty. His report resulted in (or at least accelerated) the closure of many medical schools and laid the foundations for medical education in the US for the next century.

A century later, in the first decade of the twenty-first century, the Carnegie Foundation again turned attention to the nature, quality, and significance of professional education. The Preparation for the Profession Studies in five fields – the clergy, engineering, law, nursing, and medicine – all rest on two conceptual anchor points: the articulation of three inter-related apprenticeships into the knowledge, practice, and professional identity of particular professions; and the notion of signature pedagogies characteristic of those fields.

A conception of ambitious apprenticeship

The first of these orienting ideas – that of an ambitious form of apprenticeship – combines a high level of technical expertise, practical skill and judgement, and

professional identity rooted in ethical commitments and dispositions. As introduced by Sullivan (2005), the three apprenticeships of professional education 'are a metaphor or analytical lens through which to see more clearly how the business of professional training is carried on in diverse fields and schools' (p. 209).

From Sullivan's perspective, preparation for the 'complex ensemble of analytic thinking, skillful practice, and wise judgment upon which each profession rests' (p. 195) presents a significant contrast to traditional master-apprentice relationships in multiple ways: its appreciation for the cognitive complexity of professional work; its problematising of (and curiosity about) the relationship between knowledge and practice; a systematic and more comprehensive approach to foundational knowledge and skill; and a shift from occupational and organisational socialisation to professional identity formation as a way of representing the relationship of the individual to the profession. And, of course, contemporary apprenticeship into the professions differs from traditional apprenticeships in its location within institutions of higher education. Together, the Carnegie studies focused on fields for which preparation occurs fully (law, medicine, engineering) or primarily (nursing, ministry) in institutions of higher education, and particularly in universities. Sullivan comments on the strengths and weaknesses of that institutional arrangement:

The strengths of the academic model are efficiency in systematic transmission of ideas and information, along with at least some guarantee that the knowledge communicated to students is reputable and up-to-date. Its weaknesses lie in relative abstraction from actual application of knowledge to practice, along with general avoidance of the embedded knowledge of practice itself. The crucial aspect of apprenticeship – initiation into the wisdom of practice – remains on the margin of academic training.

(Sullivan, 2005, p. 197)

The privileging of the academic dimension and a corresponding subordination of the practical and ethical dimensions of the work has elicited criticisms of university-based professional education in some fields. For example, the front page of the *New York Times* in November 2011 displayed a picture taken at a prominent law firm with the headline 'What They Don't Teach Law Students: Lawyering'.¹ The accompanying article characterized law schools as 'allergic to the practical'. It elicited more than 150 responses, with some commentators defending the foundational modes of analysis supplied by a law school education ('thinking like a lawyer') and others, generally those practicing law, vividly denigrating the arrogance of law schools and their failure to prepare graduates for the actual work of the law.

Signature pedagogies in professional education

A second orienting idea underlying the Carnegie studies, that of 'signature pedagogies', focuses attention on the principal modes of preparation associated with each

professional field. In a 2005 essay, Lee Shulman (then president of the Carnegie Foundation) defined signature pedagogies as 'the characteristic forms of teaching and learning . . . that organize the fundamental ways in which future practitioners are educated for their new professions' (p. 52).

Although Shulman, like Sullivan, conceived of professional work as encompassing three fundamental requirements ('to think, to perform, and to act with integrity', p. 52), he acknowledged that these requirements receive unequal attention within and across professions. Rather, signature pedagogies mark a historical evolution in the professions' respective domains and are deeply characteristic of preparation in each particular field (the use of the case method for legal preparation in the US, for example), with no assumption that such pedagogies are comprehensively mapped against the eventual demands of practice. Further, such pedagogies acquire substantial institutional inertia, persisting even as the technical, social, political, and economic conditions of professional practice evolve.

Shulman (2005) finds multiple reasons to orient systematically to signature pedagogies in the investigation of professional education. First, 'signature pedagogies make a difference. They form habits of the mind, habits of the heart, and habits of the hand' (p. 59). Second, signature pedagogies form a kind of institutional template against which to mark field-level change and its relationship to professional education. Such field-level shifts are those that change the nature of professional work itself, as, for example, with the advent of the nurse practitioner role in the 1970s that brought within the purview of nurses certain practices and responsibilities once reserved to physicians. More recently, advances in digital technology and engineering have changed the face of medicine and nursing in dramatic ways. Third, new teaching technologies, combined with an appreciation for the human and material cost of novices' errors, have fuelled a turn to sophisticated simulations and the extended use of Web-based information resources and case scenarios in programmes of professional preparation.

A comparative study of signature pedagogies, in Shulman's (2005) view, also offers the possibility that individual professions might profit from an understanding of pedagogies that they do not now employ but that might be well suited to the kinds of preparation they pursue. He asks, for example, 'What might laboratory instruction in the sciences learn from examining the studio instruction of architecture and mechanical engineering? How might the challenges of integrating the texts of legal theory and the enactment of legal practice profit from taking seriously the clinical education of physicians or the learning of homiletics by clergy?' (p. 58).

Insights from the Carnegie studies

In each of the fields they studied, Carnegie researchers found examples in which learning environments contributed to the competence and confidence of novice professionals through the integration of the three elements of professional apprenticeship: knowledge, practical skill, and professional identity. A fully integrative perspective on professional preparation was especially evident in programmes to

prepare members of the clergy (Foster *et al.*, 2006). Although no single 'signature pedagogy' was found to dominate across the 10 Christian and Jewish seminaries that served as the focus of the case study research, researchers observed 'four shared intentions for student learning, originating in clergy practice and embedded in a variety of pedagogies' (p. 33). Those four intentions – to build facility in the interpretation of texts and situations, the development of pastoral dispositions and habits, the consciousness of historical and contemporary contexts, and the skilful performance of clergy roles and ways of thinking – were shaped in their particularities by the 'pastoral imagination' associated with each religious tradition. Together, these shared intentions supplied what the authors termed a common 'signature pedagogical framework' (p. 32).

Although examples of integrative preparation emerged in the other fields as well, the research teams more typically encountered a pervasive disconnect between the formal introduction of core knowledge and the preparation for practice. The brief summaries provided below, concentrated on nursing, medicine, and engineering, cannot do justice to the detail supplied by the contributing volumes. Nor do the examples account for the ways in which these respective fields may have moved in the years since these volumes were published. Nonetheless, they offer a fruitful point of departure for locating characteristic approaches to and dilemmas in professional education. In each field, professional preparation combines formal classroom study with clinical experience (medicine, nursing) or laboratory experience (engineering).

Nursing education

Site visits to nine programmes of nursing education, together with a national survey of nursing educators and student nurses, yielded three particularly impressive examples of the kind integrative preparation that Sullivan (2005) describes as high-level apprenticeship. In what they term 'paradigmatic cases', Benner and colleagues (2010) show how selected nurse educators and programmes join the development of core theoretical and substantive knowledge to clinical practice in multiple ways: through faculty roles that span clinic and classroom; through the use of clinical stories and cases in the classroom; through the framing of 'what-if' scenarios, rehearsals, and questions; and through deliberate efforts to prepare nurses for communication with physicians and other professionals. In every instance, and often in nuanced ways, these paradigmatic cases convey what it means to teach for the *use* of knowledge and for what the authors term 'a sense of salience', or a sense of what compels attention in a patient care situation. As one educator explained:

If we are asking a question about heart failure we're not going to ask: 'What's the difference between right-sided and left-sided heart failure physiologically?' We're going to ask a question about how a nurse would care for a patient in left-sided heart failure. . . and the student would be expected to know that care would be designed primarily around respiratory issues.

(pp. 94–95)

The three 'paradigmatic cases' set a standard to which Benner *et al.* (2005) urge the field to aspire; however, these cases also stand out as exceptions in a more general pattern of nursing education in which classroom instruction and clinical experience remain separated. In this respect, the field's signature pedagogy revolves around a simultaneous but largely disconnected set of classroom and clinical experiences. The classroom instruction observed by the researchers tended to rely heavily on lecture presentation of dense content, with learners placed largely in passive roles. The classroom context thus afforded little or no opportunity to help student nurses integrate formal knowledge with clinical experience. In contrast, the clinical experience, coupled to a post-clinical conference meeting, was more likely to supply students with a generative learning experience that resulted in an observable transformation of skill and identity.

Medicine

In visits to 11 of 130 accredited medical schools and three non-university teaching hospitals in the US, a research team found clear indications of innovation and an evolving vision of medical education (Cooke *et al.*, 2010). The basic structure of medical education promoted by Abraham Flexner a century before remained largely in place, with two years of foundational courses followed by two years of clinical preparation and additional years of residency-based specialisation. Most of the advances observed by the research team centred on the nature and quality of clinical preparation. As teaching hospitals have become less well suited for comprehensive medical training (now being sites of relatively short-term and acute care), as expectations surrounding patient care and confidentiality have escalated, and as technologies have advanced, medical schools have adopted new approaches to clinical preparation (for example, introducing simulation experiences involving standardised patients and nurses or technologically sophisticated mannequins, together with a balance of inpatient and outpatient experiences). Programmes reportedly have more clearly defined learning objectives, and are more likely to make effective use of small groups, problem-based pedagogies, and inter-professional team settings.

Yet in this study, as in the study of nursing preparation (Benner *et al.*, 2010), investigators found a divide between the classroom and the clinical setting, one intensified by the prevailing structure of medical education. As the field has increasingly specialized, preparation has evolved into a four-year 'undergraduate' medical education that begins with classroom-intensive study and gradually introduces clinical experiences, and a multi-year 'graduate' programme built on a structured set of residencies. Institutions vary in the way they organize both of these periods and to some extent in the pedagogies in place, but in most instances medical students encounter extensive science-heavy foundational preparation prior to contact with patients and patient care issues. As Cooke *et al.* (2010) sum up, the separation of formal knowledge acquisition from clinical experience:

results in early-stage medical students typically failing to appreciate the relevance and clinical context for the information they encounter in their classroom work. The other side of this issue is that, once in a clinical environment, students struggle to recognize the relationships between what they have been taught in the classroom and the problems patients present.

(p. 28)

Engineering

Following an initial review of accreditation self-study reports from 40 schools of engineering, a research team focused its investigation on 11 programmes of mechanical and electrical engineering housed in six institutions (Sheppard *et al.*, 2009). The innovative programmes uncovered by the research team align with the book's opening portrait of the 'New-Century Engineer', which underscores the complex work of engineering, the ill-defined problems on which engineers work, the interdependence of engineers with other professionals, and the multiple kinds of knowledge and sensitivities required. Such innovative programmes sought an integration of practical work with the development of technical expertise, using laboratory and design experiences throughout to help students move from work on relatively structured problems to more open-ended and ill-defined problems.

In a professional practice like engineering, competence is manifest in the ability to read complex and ambiguous contexts and to carve out from them the important and productive problems that can then be addressed with precision through structured problem-solving techniques. Developing this capacity requires not a once-and-for-all movement from theory to application, but a continuing back-and-forth between general theoretical principles and the particularities of the problem situation as the student builds more sophisticated skills through experience.

(Sheppard *et al.*, 2009, p. 24)

More typically, however, engineering schools were found to employ a traditional model of education in which preparation in the basic sciences precedes technical subjects and engineering practice. As Sheppard *et al.* (2009) note, 'Design is a relatively recent addition to engineering education' and 'generally reserved for the senior year' (p. 13).

The researchers observed a relatively uniform classroom curriculum dominated by mathematics and physics, together with pedagogy oriented principally towards the mathematical analysis of structures. Laboratory courses were poorly integrated into such programmes, treated as 'appendages' to formal coursework and often constructed simply as 'a place to validate the theories taught in the classroom' (p. 58). By contrast, as conceived by Sheppard *et al.*, 'a good laboratory is one that helps students gain insight into real engineering work – where failure is the norm, not the exception' (p. 59). They report:

We found many examples of innovative practice in the lab and in the use of labs. However, we saw that it is rare for engineering programs to have a program-wide lab plan that scaffolds and supports learning as students work with real systems.

(p. 58)

In the fields of nursing, medicine and engineering, examples of robust and integrative preparation were found to be exceptions amid a larger pattern of professional education that privileged the academic over the practical and gave scant attention to the moral and ethical dimensions of professional identity. Each of the fields was thus marked by a deep divide between pedagogies of decontextualised knowledge acquisition and pedagogies of contextualised practice, practical reasoning, and ethical decision making.

From signature pedagogies to signature problems, core practices, and tacit knowledge

This deep divide, in turn, reflects a particular set of assumptions about the acquisition of professional expertise that are embedded in programme structures and practices. The modal condition of professional preparation outlined above – one in which knowledge acquisition is separate from and often prior to engagement in practice – seems to assume a rather straightforward process of applying knowledge in practice. In contrast, the more fully integrative programmes identified in each study reflect a different set of assumptions centred on the situated, contextualised, and deeply tacit nature of what is entailed in competent professional performance.

Embracing a situated perspective on professional learning effectively shifts the focus from signature pedagogies of preparation to what one might consider the signature problems and core practices entailed in authentic professional work. In highlighting the conceptual and practical strength of situated learning perspectives, the Carnegie authors open up questions regarding the degree to which the 'signature pedagogies' equip novice professionals to anticipate and perform competently in the situations and with the goals, tasks, and dilemmas that are characteristic of each field. They turn attention more directly to the learner's experience in a course of professional preparation, and to the problem of how learners acquire expertise across the multiple dimensions of professional work.

In a paper titled 'Inexact sciences: Professional education and the development of expertise', Kennedy (1987) examines four conceptions of expertise that prove useful in differentiating between the dominant approaches and the exceptional cases (those reflecting a situated learning perspective) in the Carnegie studies of nursing, medicine and engineering.

Expertise as technical skill

This conception of expertise foregrounds the tasks that professionals are expected to perform and the codified knowledge and technical skill required to do so

competently. Emphasising this conception in professional education rests on the assumptions 'that constituent skills can be identified; that they can be transmitted to prospective practitioners; and that they can be appropriately drawn upon in practice' (p. 135). However, treating professional expertise primarily as a matter of technical competence subordinates matters of purpose, principle, and situated professional judgement. Kennedy acknowledges the importance of technical knowledge and skill in defining professional expertise, but cautions: 'Definitions of expertise that focus on segments of observable behavior miss the intentionality of practice' (p. 136).

Expertise as the application of theory or general principles

A second conception locates expertise in the ability to apply theory or general principles to concrete and often ambiguous situations of practice. As instantiated in many programmes of professional education, and in the views expressed by those who design and teach in those programmes, this conception privileges the acquisition of theory and principle as a condition for subsequent practice. Kennedy points to three limitations of this commonly held perspective. First, as she observes, 'real cases do not present themselves as examples of general principles. Relevant identifying details are usually embedded in complex detail' (p. 140). Thus, a key question is how a practitioner comes to recognise a particular case as being an example of a more general principle. Second, she notes that principles are probabilistic in nature and real cases multidimensional in character; thus, it may not be evident how to accommodate a general principle to the dimensions of a particular case. Finally, she wonders how practitioners construct an integrated body of knowledge that enables them to select 'among multiple, competing principles that apply to one case' (p. 141).

Expertise as critical analysis

A third conception of expertise focuses on the capacity for analysing and interpreting situations. From this perspective, the job of the professional school is to transform students into critical analysts of a certain sort (hence the emphasis in law schools on learning to 'think like a lawyer'). Studies of legal education in the US attest to the thoroughness and relative speed with which law students acquire a distinctively legal mode of reasoning (Sullivan *et al.*, 2007). Yet the criticisms of legal education align with the more general criticisms levied at this conception of expertise: that the focus on analysis comes at the expense of a preparation to exercise professional judgment and to *act*. To some extent, this conception also subordinates the notion of a codified body of knowledge (the substantive content and technical skill on which the profession is built) to processes of analysis.

Expertise as deliberate action

The fourth conception of expertise acknowledges the significance of substantive knowledge and skill, principled understanding, and analytic capacity, but defines

expertise as constituted in the interaction of analysis and action in context. This conception owes a particular debt to the work of Schon (1983, 1987), whose model of situated expertise and the reflective practitioner evolved out of studies of the decision making processes of architects, scientists, and others. The task of professional education, then, 'is to transform students into people capable of deliberation about, and critical examination of, their own actions and the consequences of those actions.' (Kennedy, p. 148). Kennedy elaborates:

Successful deliberate action requires a body of experiences on which to draw, the ability to conduct mental experiments, the ability to critically evaluate their outcomes, and the ability to revise one's definition of the situation if not satisfied with the solutions the mental experiment yielded. In addition, it requires a highly developed sense of purpose, for purpose is the criterion against which both the ideas and actions are judged. (p. 149)

In the Carnegie studies of nursing, medicine, and engineering, the prevailing signature pedagogies reflect a view – expressed through the organisation of curriculum, the sequence of experiences, and the prevailing pedagogies – that students must first acquire foundational knowledge (theory, principles, technical knowledge, modes of analysis) before applying or transferring that knowledge to practice. That is, the signature pedagogies align most typically with the first three conceptions of expertise described by Kennedy. In contrast, the most innovative and integrative programmes were consistent in their design and pedagogy with the conception of expertise that Kennedy characterises as 'deliberate action'. Students in such programmes experience situations of various kinds, some simulated and some more directly authentic, in which they begin to develop what Goodwin (1994) has subsequently termed 'professional vision'. This approach to professional learning was perhaps most pronounced in the case of nursing, where novice nurses enter into the care of patients from the very beginning of their course of study, first in 'patient care situations that are relatively stable' and then 'coached and guided as they transfer skills they learned on a mannequin in a skills lab to actual patients' and gradually 'placed in less predictable situations, where the instructors and staff nurses allow them more responsibility and independence in performing tasks' (Benner *et al.*, 2010, pp. 442–443.) The risk of error in such an environment of 'high-stakes learning' (p. 41) highlights the problem of situational knowledge and helps to account for nursing's focus on developing what Benner and colleagues term a 'sense of salience'.

Such a 'sense of salience', together with the capacity to act appropriately in context, entails a kind of knowledge that has been characterized as tacit. Cook and Brown (1999) differentiate between explicit and tacit knowledge, arguing that the 'distinction needs to be *conceptually* clear because, in practice, each form of knowledge does work the other cannot. A sounder, more robust conceptual understanding of the distinction should help make it possible to recognize, support, and harness the different forms of work that each, in fact, makes possible in practice'

(p. 384). Cook and Brown employ the example of riding a bicycle to illustrate the particular character of the tacit and its difference from knowledge that can be explicitly conveyed by one person to another. 'Many people who say they can ride a bicycle will claim, when asked, that they do not know which way to turn the handlebars to prevent a fall to the left or right. However, since staying upright is part of knowing how to ride a bicycle, anyone who can ride must, by definition, know which way to turn the handlebars to avoid a fall' (p. 385).

Tacit knowledge, Cook and Brown argue, cannot be converted into explicit knowledge, or vice versa, even though explicit knowledge may serve as an aid in acquiring tacit understanding. This last point assumes particular importance when one moves from the mundane realm of bicycle riding to the complex and consequential domains of professional practice. The tacit knowledge held by individual professionals (how to tie a surgical knot using a needle holder, or how to 'see' tissue planes in surgery) and shared by groups (what it looks, feels, smells, and sounds like in the coordinated activity of an operating room) proves central to the situated, embodied, intuitive ways of thinking and acting like a skilled professional.

Much of the tacit knowledge on which we rely each day has been acquired without conscious effort or awareness; we have become knowledgeable and competent in and through our situated interaction with others and with the material world in a range of contexts. However, to the degree that professional education encompasses all three aspects of Sullivan's (2005) model of apprenticeship, it must necessarily contend in some deliberate way with the problem of the tacit understandings necessary for newcomers to think, act, and feel like a professional as they encounter the field's signature problems and engage its core practices.

A framework for pedagogies of practice

One response to advances in research on learning in and through practice, as well as to persistent critiques of professional education, has been to orient more comprehensively towards 'pedagogies of practice' or 'pedagogies of enactment' (Grossman and McDonald, 2008) and the ways in which they supply opportunities for novice professionals to become competent in the signature problems and core practices of a field. In their paper titled 'Teaching practice: A cross-professional perspective', Grossman *et al.* (2009) begin by acknowledging a familiar institutional ambivalence reflected in the subordinated status of practice-oriented coursework in universities and of the 'shadow faculty' who teach such courses (p. 2056). They write:

practice has always had an uneasy relationship, at best, with higher education. Even as higher education has embraced professional education as part of its mission, or in some cases, built universities on the foundations of teachers colleges, universities have been ambivalent about the status and content of the more practical coursework that is part and parcel of most professional programs.

(p. 2056)

Yet they also rightly assert that there has been little scholarship directed towards empirical investigation of the preparation that occurs in practice-oriented courses and in related clinical or field settings. In a set of cross-field studies that complement the Carnegie studies (and partially overlapped with them in time), Grossman's research team focused on how prospective professionals were prepared for 'relational practice' in three professions that each express a goal of 'human improvement': the clergy, clinical psychology, and teaching (p. 2057). The study encompassed eight case studies, three each in the fields of clergy preparation and clinical psychology, and two in teacher education.

Comparative analysis across the three fields enabled the Grossman research team to articulate and refine a framework for describing and analysing pedagogies of practice and the ways in which they support learners (or not) across a trajectory of professional learning. The framework resulting from Grossman's cross-field study represents a shift from a singular attention to discrete and field-specific signature pedagogies to a concern for mapping professional preparation against the central demands of practice. Although consistent with Sullivan's (2005) metaphor of ambitious apprenticeship, this framework achieves a greater degree of conceptual specificity to guide preparation practice and to organize empirical research within and across professional fields.

The pedagogies of teaching practice framework, as introduced by Grossman and her colleagues, comprises three interrelated components:

Representations of practice comprise the different ways that practice is represented in professional education and what these various representations make visible to novices. *Decomposition of practice* involves breaking down practice into its constituent parts for the purposes of teaching and learning. *Approximations of practice* refer to opportunities for novices to engage in practices that are more or less proximal to the practices of a profession.

(p. 2058, emphasis added)

Expressed as a set of short definitions, the framework appears straightforward. However, examples derived from extensive videotaped observations and related interviews in the case study sites demonstrate the complexity associated with each of the components and, by implication, the deliberation required to exploit the framework for improvements in professional education or for use in research.

Representations of practice, to varying degrees of comprehensiveness, specificity, and authenticity, supply prospective professionals with access to what the professional work entails; its central tasks, tools, relationships, and ways of communicating. Grossman *et al.* (2009) acknowledge certain precedents for this notion, among them Hutchins' (1996) notion of a 'horizon of observation', or the degree to which the circumstances encountered by novices afford them the opportunity to discern key features of practice. In Hutchins' own formulation, 'Lines of observation and limits on observation of the activities of others have consequences for the knowledge acquisition process. Let us refer to the outer boundary of the portion of the task that can be seen or heard by each team member as that person's

horizon of observation' (1996, p. 52). The examples provided by Grossman *et al.* (2009) suggest a wide array of representations in use in each field, but also considerable variation in the degree to which any given choice enables access to the terrain of authentic practice.

Decomposition of practice, or the parsing of complex and integrated wholes into constituent parts, foregrounds selected key components, thus serving to orient the attention of novices and place boundaries on the development of knowledge and skill. Examples include a class in which prospective clergy are coached on the public reading of liturgical texts, honing skills of phrasing and emphasis to bring out intended meaning, and a class in which prospective clinical therapists practice the technique of motivational interviewing as a means of contending with client resistance.

The 'decomposition' component also builds on useful precedents regarding the acquisition of expertise over time and through experience. The authors cite Goodwin's (1994) conception of 'professional vision' as entailing field-specific practices of coding, highlighting, and the production and use of representations (in one example, the ability of archaeologists to use the Munsell colour chart competently to classify soil samples). Although not cited directly in the Grossman *et al.* (2009) paper, Dreyfus and Dreyfus (1980), in laying out a five-stage model for acquiring expertise, also introduce the idea of 'decomposition' as one pedagogical requirement for enabling novices to move towards competence and increasingly higher levels of proficiency. At the fully novice stage of the model, 'the instruction process begins by decomposing the task environment into context-free features which the beginner can recognize without benefit of experience' (p. 7). The movement towards competence (and subsequently proficiency and expertise) begins as learners acquire experience and develop a grasp of situational patterns. Viewed this way, the decomposition of practice aids entry into the professional field, but is constructed in relation to a more holistic and integrated view of professional practice. Similarly, Grossman *et al.* (2009) write:

Although the metaphor of decomposition may invoke an approach that is rooted in the acquisition of disembodied skills, we intend something closer to the concept of metonymy or synecdoche in poetry, in which the parts maintain an integrity of their own even as they invoke elements of the whole. Learning to read liturgical texts aloud, for example, is both a professional activity in its own right and a single component of the practice of the clergy. (p. 2070)

Approximations of practice anticipate the demands of authentic practice, but enable novices to deepen understanding, hone skill, and make decisions in more bounded situations, with fewer degrees of the endemic uncertainty and ambiguity that accompany real-world decision making. In each case, the approximation anticipates core practices of professional practice but strips away certain complexities of context and relies on certain artificial devices to allow novices scope to practice with limited cost of error.

Grossman *et al.* (2009) explain:

Although these activities are not entirely authentic in terms of their audience or execution, they can provide opportunities for students to experiment with new skills, roles, and ways of thinking with more support and feedback than actual practice in the field allows. Such elaborations also make more of the novices' thinking visible by requiring them to provide more detailed plans and recordings than is typical of everyday practice in these fields. (p. 2077)

As Grossman and her team examined pedagogies of practice in and across fields, they detected in clinical psychology and in the preparation of priests, ministers, and rabbis a systematic attentiveness to the contingent nature of practice that they did not observe in teacher education. Through a simulated exercise in preparing a eulogy, for example, novice clergy began to develop the skill and judgement required for the core practice of presiding at significant life cycle events; through immersion in the planning of weekly worship services at the seminary, they gained experience in preparing and enacting the key features of a weekly service – the homily, scripture reading, prayer, and celebration of the sacraments. Similarly, through extensive use of role-play simulations, novice clinical therapists gained competence and confidence in enacting the role of a therapist who must respond in the moment to a range of client actions. By contrast, novice teachers were more likely to receive structured guidance in what was described as 'preactive practice' (unit and lesson planning, for example) than in the kinds of dynamic interaction and decision making characteristic of a classroom.

[Student teachers] encountered many fewer opportunities in the context of coursework to engage in approximations of interactive practice – such as how to respond to a student's question or orchestrate a discussion – than did novices in clinical psychology. Because many of the most difficult aspects of teaching lie in these interactive dimensions of practice, novice teachers may be losing valuable opportunities to hone their skills in these areas. (pp. 2094–2095)

The analysis provided by Grossman and colleagues (2009) coincided closely with other appeals to join coursework and clinical experience more fully (NCATE, 2010; Zeichner, 2010). In teacher education, as in the fields encompassed by the Carnegie studies, clinical experience has varied widely in quality and has been largely divorced from coursework in the university setting. The fragmentation described by Grossman *et al.* (2009), and especially the comparative inattention to the complexities of practice in the context of university coursework, thus provides a fruitful point of departure (and impetus) for innovation in teacher education. Further, the framework that evolved from their work supplies a useful platform for organising new ventures and for interpreting others already underway.

Refining a pedagogies of practice framework in the context of teacher education

The framework introduced by Grossman *et al.* (2009) for the description and analysis of teaching in programmes of professional education has stimulated various efforts to apply and extend it in the context of teacher education. A special issue of the journal *Teachers College Record* (November 2011) was directly inspired by the pedagogies of practice framework, and encompasses both empirical applications and suggested conceptual modifications. In her introductory essay to that special issue, Moss (2011) argues for adding to the three components of representation, decomposition, and approximation a fourth component that she terms 'conceptions of quality'. She explains:

Conceptions of quality are what educators need to judge whether some instance of practice is more or less mature, sophisticated, or successful, and to offer direction for improvement or development. Conceptions of quality are entailed in articulating learning goals, monitoring progress, giving feedback, and deciding when novices are ready to practice on their own.

(p. 2879)

Moss observes that in the empirical work associated with the framework – including the work published originally by the Grossman team as well as two new contributions in the *TCR* special issue – conceptions of quality are manifest throughout in relation to each of the other three components. She notes, 'In fact, any reference to instructional goals, development, competence, success, failure, errors, pitfalls, refinement, improvement, feedback, revision, and so on, refers, implicitly or explicitly, to some conception of quality' (p. 2881). Moss argues that the explicit formulation of conceptions of quality as a component of the pedagogies of practice model would enable a greater degree of analytic precision regarding trajectories of professional learning, and would thus aid both the design and execution of professional education and the design and conduct of research. In examining the published work for references to quality, Moss uncovers three respects in which greater specificity might be achieved: 'the grain size of practice to which a conception of quality is applied, including whether it is applied to concrete instances or to the practice in general; the kinds of criteria or "qualities" that are foregrounded; and the ways in which variations in criteria or qualities – what counts as more or less advanced – are represented.' (p. 2881).

The grain size of practice (its scope and level of abstraction) serves as a central focus of an experiment described by Boerst *et al.* (2011) in the preparation of elementary teachers to lead mathematics discussions in the classroom. In the curricular area of mathematics, teacher educators were aided by a relatively high level of agreement about the importance of mathematical discussion in classrooms and could specify with reasonable confidence the desired qualities of practice and evidence of a novice's progression towards proficiency. However, they also acknowledged the demonstrated complexity of high-quality mathematics teaching

and thus anticipated specific challenges that novice teachers were likely to confront in planning for, launching, facilitating, and closing class discussions. Giving concrete instantiation to the notions of representation, decomposition, and approximation of practice thus presented the teacher educators with both a practical (pedagogical) and a conceptual problem that required precisely the 'grain size' decisions identified by Moss.

The authors explain that decomposing practice at the level of broad task domains (lesson planning, for example) enables a clear focus on the purposes of lessons and their relationship to expected subject matter standards, but may nonetheless 'offer little pedagogical traction' (p. 2851). Decomposing practice at the level of specific instructional technique may help novices to build an instructional toolkit or repertoire, but make it difficult for them to see the relationship between instructional moves and broader purposes of learning. The authors resolve this decomposition problem by conceptualizing teaching as 'nested practices of varying grain sizes' (p. 2850). At the broadest level, they focus on four practice domains joined clearly to instructional purposes: leading a discussion; planning mathematics lessons; assessing students' knowledge, skill, and dispositions; and representing mathematical ideas (p. 2856). Successive parsing of the domains generates 'intermediate-level practices' (for example, practices of clarifying student thinking) and, at the smallest grain size, specific techniques (for example, voicing of student responses). In the view of the teacher educators, such a conceptualisation preserves the relationship between discrete techniques and broader purposes and rationales, or the 'how' and 'why' of teaching.

The experiment reported by Boerst *et al.* (2011) illustrates how a pedagogies of practice framework serves to orient instructors to the novice learner's experience, and also represents a good example of how such a framework motivates a research agenda focused more thoroughly on professional education practice and outcomes. Other recent empirical studies draw on the pedagogies of practice framework together with related precedents to develop and study professional preparation in which university-level activity is concentrated more deliberately on matters of practice. Tyminski *et al.* (2013) employ the pedagogies of practice framework in combination with a framework for orchestrating productive mathematics discussion (Stein *et al.*, 2008) to structure prospective teachers' opportunities to develop facility in planning for and leading such discussions. Lampert and colleagues (2013) draw on prior studies of instructional routines (Lampert and Graziani, 2009) to develop and investigate the use of interactive 'rehearsals'. By rehearsing mathematical discussion practices in a context that offers in-the-moment feedback, teacher educators preserve the complexity of teaching while still structuring support as they help novice teachers prepare for rich and generative mathematical discussions in the classroom. Janssen and colleagues (2014) employ the idea of approximations of practice in combination with theories of teacher motivation to develop a set of activities designed to support early-career teachers in shifting from a familiar 'cookbook' approach to science laboratory experiments to an 'open-inquiry labs' approach. Together, these studies point to the ways in which the pedagogies of practice framework has gained purchase both in the design and

practice of the teacher education experience *and* in research focused closely on teacher education practice.

Conclusion

Recent studies of university-based professional education in several fields yield insights to guide improvements in the design, practice, and study of teacher education. Such studies uncover a common set of tensions between the development of foundational knowledge and guided preparation for practice in institutions that have evolved to privilege academic learning. Yet the studies also reveal compelling examples of programmes that supply novice professionals with a more robust and integrated entry into professional work, serving to highlight the intellectual, social, emotional, and moral complexities of learning and doing such work. Those complexities arguably justify the investment of the university's pedagogical and scholarly resources in professional education.

The degree to which these and future cross-field studies will offer fruitful discoveries for teacher education hinges on three considerations. First, the affordances and limitations of cross-field comparisons depend in important ways on the nature of the professional work to be done. What is entailed in *being* a nurse, engineer, physician, lawyer, or member of the clergy, and what is like and unlike teaching (being a teacher) in those entailments? This chapter has looked primarily to fields conventionally recognized as professions, but social science research into work processes, workplace learning, and occupational preparation suggests other fertile ground as well. Insights may emerge in quite unlikely occupational venues. For example, Charles (2013) sought insights for teacher education by investigating the preparation of police officers, who are, like teachers, charged simultaneously with responsibilities for service and control. In that study, 'scenario-based' training of novice police reflected systematic attention to decision making under conditions of uncertainty that was consistent with the concept of approximations of practice and that might well prove a contribution to teacher education.

Second, cross-field studies will be useful to the extent that they illuminate and investigate the structures, pedagogies, and experiences of professional education. Who does the work of professional preparation, in what environments, and by means of what resources? What are learners asked to accomplish in the context of their professional preparation, and how does this correspond to the range of professional tasks and relationships they will encounter in doing that work? How do prospective professionals develop the situational 'sense of salience' and tacit knowledge that mark the trajectory from novice to competent professional? These are aspects of professional preparation for which models of expertise development, conceptions of learning trajectories, theories of practice, and recent research on situated and embodied cognition are all likely to prove useful.

Finally, cross-field studies should be examined for what they signal regarding the social and institutional place, configuration, and evolution of the respective professional fields. For example, the preparation of physicians in the US has been influenced in the last several decades by shifts in governance that balance the

authority of the profession, the regulatory power of the state, and the market force of consumer interests and preferences (Starr, 1982; Scott *et al.*, 2001), as well as by technological advances (for example, the use of robotic tools for surgery). Barley and Kunda (2001) argue that micro-level investigation of work processes and relationships offers a productive means for grasping macro-level developments and for shaping the ways that we theorize about work and its transformations. Towards that end, studies of professional preparation and practice will usefully be situated amid contemporary shifts in the nature of professional work, workplaces, and work relationships.

Capitalising on the insights to be derived from cross-field studies will require not only programmatic innovations based on recent studies, but also a continuing investment in research that spans these multiple dimensions of professional preparation. In particular, the field would benefit from 'micro-process studies' (Little, 2012) that illuminate practice at the level of interaction while also showing how particular interactions are shaped by and constitutive of broader structures and processes. Although social science research lacks a unified conception of practice (Corradi *et al.*, 2010), prevailing conceptions extend well beyond a simple notion of what individuals say and do in the moment. Little (2012) notes that practice 'is not solely apparent in or enacted through the moment-by-moment interactions among individuals but is also embodied in routines, in categories and classification systems, in scripts and roles, and in tools and artifacts that exist independent of particular actors and interactions' (p. 145; see also Lampert, 2009; Singer-Gabella, 2012). Future research could productively benefit from advances (and ongoing debates) in the conceptualization of learning and practice, and from the growing use of video technology and associated analytic methods in the study of professional preparation and workplace interaction. It would benefit further from the cultivation of cross-field, interdisciplinary, and international research partnerships that expand our understanding and stretch our imagination.

Note

- 1 <http://community.nytimes.com/comments/www.nytimes.com/2011/11/20/business/after-law-school-associates-learn-to-be-lawyers.html>

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