Some Initial Assumptions

It may seem as if we are shirking our responsibilities in furnishing only a general set of guidelines, for we assume that the Workshop Group would prefer to begin by developing a detailed set of guidelines based on their own ideas and experiences as well as specific suggestions from the various papers preceding the workshop. While we are certainly cognisant of the need to keep the discussions within manageable proportions by concentrating on early childhood teacher education in only one country, namely Malaysia, we feel that a useful purpose would be served if the preliminary guidelines are generic also to other countries in the region.

A situation which is perhaps more peculiar to Malaysia is the lack of coordination or integration not only between early childhood education and early childhood teacher education but also between the pre-school and the Lower primary. Although the recent "Integrated Programme" in teacher training by the Ministry of Education attempts to channel some of the Trainees, specifically towards early childhood education, insofar as pre-school education is concerned it has admittedly not been possible to provide anything more than an "exposure". This situation arises from the fact that pre-school institutions are largely in the hands of the private sector or else other Ministries, particularly the Ministry of Agriculture and Rural Economic Development. Since pre-school education is far from universal in Malaysia and since various emphases exist among the different institutions - ranging from emphasis on socialisation to emphasis on preparation for primary education, including, in some cases, attempts at covering the syllabus for Standard One - a peculiar problem results from the susceptibility of teachers to the self-fulfilling prophecy of stereotyping children on the basis of their academic entry behaviour, thereby progressively widening, or at least maintaining, the apparent gap among...
children. It is therefore assumed that a pervading concern of the workshop would be to seek adequate rapprochement between pre-school and lower primary practices.

It follows similarly that early childhood teacher education (ECTE) cannot be considered without also discussing early childhood education (ECE) especially in respect of its relationship with early childhood teacher education. For convenience, however, it is assumed that four areas of concern, as depicted by A, B, C and D in Fig. 1, should be constantly borne in mind in the ensuing discussion of guidelines.

Some Suggested Frameworks

As a start, we suggest that a fruitful direction for the workshop is to discuss in detail not only the actual or existing situation but also the ideal or desired situation for each of the areas of concern. Arising from the intrinsic evaluation of available research findings and development activities, bearing in mind the various environmental and pedagogical constraints, it might then be possible to discuss the likely or plausible situation. Finally, it is hoped that the workshop would also be able to discuss possible built-in performance evaluation for purposes of ascertaining the effectiveness and efficiency of whatever programmes are implemented, perhaps initially on a trial basis. These steps, which could in fact be carried out on a continuous basis jointly by those responsible for early childhood education and those in charge of early childhood teacher education, are shown in Fig. 2.

For each of the steps a series of questions could be posed, which the workshop might fruitfully attempt to answer. However, before proceeding to discuss these questions, we wish to introduce yet another framework dealing with the concomitants of early childhood teacher education, which includes the components and their interactions in early childhood education as well, as shown in Fig. 3.

Various aspects of this framework are of course related to certain steps in the previous framework, in the sense that they should be examined in terms of the actual, likely and ideal situations (Steps D1, D2 and D3 respectively in Fig. 2). Basically, the suggested model highlights certain
Fig. 1: Areas of Concern
Fig. 2: Major Decision Steps/Questions
Fig. 3: Concomitants in early childhood teacher education
interacting pedagogical components existing in certain environments for early childhood teacher education (E2) as well as early childhood education (E1). There are three types of human elements, namely the child, the teacher and the teacher educator, the teacher functioning as a student in E2. There are two kinds of curriculum components, namely objectives and content, each of which might be viewed in terms of sub-elements. The suggested sub-elements for curriculum objectives are Knowledge (K), Attitudes (A) and Skills (S), while those for curriculum content are Concepts (C), Activities (A) and Styles (S), the latter including learning as well as teaching styles.

For each of the components, it would be desirable to consider the actual, the likely and the ideal situations. For the curriculum components, a logical sequence might be envisaged, starting with the consideration of ECE objectives (1), which could then suggest appropriate ECE Content (2), followed by ECTE objectives (3) and finally ECTE Content (4). The relationships among these four components are also important, especially those between 1 and 2, 2 and 3, 3 and 4 and 4 and 1, as shown in Fig. 4.

Fig. 4 is actually an extension of a more generic pedagogical model, in which 5 omnipresent, interacting elements, namely Content (C), Objectives (O), Student (S), Teacher (T) and Environment (E), are highlighted, as shown in Fig. 5. Each element can conceivably be divided into different sub-component aspects. For example, the Environment might comprise Cultural (C), Organisational (O), Socio-economic (S) and Temporal (T) aspects, each of which when considered in relation to the pedagogical components, singly or in combination, can generate a number of important questions.

For our purposes, it is proposed that certain triadic relations be examined, perhaps vis-a-vis the different aspects of the environment. These relations have been labelled as (a) Preparation for Teacher Instruction, (b) Planning for Student Learning, (c) Approaches vis-a-vis

Fig. 4: Relationships Among Curriculum Components
Fig. 5: A Pedagogical Model
Content and 

Content and \( d \) Evaluation vis-a-vis Objectives, as shown by Fig. 6.

From another perspective, it is possible to use the elements as foci for considering conflicting conceptions of curriculum, whether for ECE or ECFE. Thus, it may be possible to focus on (1) the Teacher in terms of the technological procedures he could employ in bringing about learning, (2) the objectives, particularly in terms of cognitive processes, which are mainly emphasised in schools, (3) the Content, in terms of the Structure of the Disciplines and how it can be reflected by the curriculum, (4) the Student, in terms of his personal needs for self-esteem and self-actualisation and (5) the Environment, in terms of social needs and priorities. The recent publication by Eisner and Vallance\(^2\) has in fact discussed conflicting conceptions of curriculum in terms of these five positions, as depicted in Fig. 7.

It should be emphasised that the proposed frameworks are not intended to provide concise nor comprehensive conceptualisations of early childhood teacher education. Rather they are meant to function as heuristic devices for generating plausible questions which the Workshop might wish to discuss. In what follows, certain illustrative questions are suggested and it is hoped that, even if most of these questions are rejected, the workshop would endeavour to maintain a bird’s eye-view of the terrain, perhaps by developing more relevant models.

Some Illustrative Questions

Each of the steps or questions as shown in Fig. 2 can be utilised as a starting point for generating a series of other questions. All deals with "research findings." The first obvious question might be: What types of research findings are most crucial? Scrutiny of the various elements and their interactions as shown in Fig. 3 suggests that almost an infinite variety of research inputs is conceivable. We suggest however, that four

Fig. 6: Certain Triadic Relations
Fig. 7: Curriculum Foci

1. TECHNOLOGY

2. DEVELOPMENT OF COGNITIVE PROCESSES

3. ACADEMIC RATIONALISM

4. SELF-ACTUALISATION

5. SOCIAL RECONSTRUCTION-RELEVANCE

WHO? T

HOW? T

WHAT?

WHOM?

WHERE?

WHEN?

Eisner-Vallance, 1974
categories of research would be most relevant, namely, (1) Research on child development, (2) Research on the effects of early childhood education, (3) Research on teacher development, and (4) Research on the effects of early childhood teacher education. The last two categories of research are sadly lacking even in more advanced countries. Apart from such typical questions as: What research findings are available? How internally and externally valid are the results? What implications we suggested for early childhood education or early childhood teacher education? it would be useful also to ask: Which category of research is most urgently required? It may be possible that all four categories are considered urgent, in which case a priority listing or else a delimitation of scope for each type of research would be desirable. For instance, in respect of the four categories of research, it may be considered more crucial to confine ourselves, initially at least, to studies of (a) the relationships between cognitive development ala Piaget and academic achievement, including language attainments, (b) attribute-treatment interactions involving the systematic variation of different approaches which are optimally suited to children who differ in certain characteristics (c) the development of pedagogical abilities among potential teachers, and (d) the relative effects of various treatments in teacher education, e.g. use of modelling in micro-teaching, respectively. Some word of explanation is perhaps in order for the third area of research, for it is premised on the assumption that there is merit in developing pedagogical abilities among children as early as possible, by providing opportunities in the school curriculum whereby "children teach children", for teaching is a superb way of learning. There is, unfortunately, a tendency among teachers not only to underestimate the value of teaching experiences but also to debase Teaching as a profession, for it is quite common, at least in the Malaysian context, for teachers to advise their pupils against choosing teaching as a career, unless


as a last resort. We therefore believe not only in educating our teachers as early as possible (see Fig. 8) by providing them with opportunities in learning by teaching, but also in studying the Development of pedagogical abilities among those would-be teachers.

A host of questions regarding the desirability and feasibility of such arrangements could of course be posed, but we shall leave the workshop to formulate and perhaps answer such questions, should there be any interest in those suggestions.

In respect of "Development activities" (A2 in Fig. 2), we are referring to the Development of Curriculum hardware as well as software, including human resource development. Of particular concern to us are questions such as: To what extent can various media, especially educational television, be utilised not only for early childhood education but, perhaps more important, also for early childhood teacher education? How can the teacher-initiated and teacher-directed workshops that have been so successfully carried out in the Huax Project be more extensively capitalised upon in in-service teacher education? How can the different possible modalities for in-service teacher education be better coordinated? In stressing teacher resource development, we are also mindful of the need for teachers to develop adequate self-concept, especially if an important objective in early childhood education is the development of self-concept in children.

Farrell, it is perhaps intriguing to ask whether curriculum planners and developers ought also to develop appropriate self-concept which will increase their confidence in indigenous curriculum reform.

In his observational study of the introduction of the new mathematics in the U.S.A., Sarason concluded that "the more things change the more they remain the same". This is a signal warning to us that any innovative


"We believe in educating teachers (for early childhood education) as early as possible ......."
With regard to the above 8 combinations, some questions for discussion might be: Is it desirable and feasible to convert an existing situation which is largely characterised by "1" to a desired situation indicated by "8"? If desirable but unfeasible in the immediate future, what intermediate situations are practicable? What specifically needs to be done in overcoming pedagogical constraints?

In asking questions such as the foregoing, we are in fact carrying out intrinsic evaluation (C in Fig. 2). Since evaluation is unavoidably associated with decision-making, it might perhaps be fruitful to examine possible decision-settings, as suggested by Stufflebean et al. who delineated 4 different types of decision settings based on the extent of information grasp and the degree of change (Fig. 10). It is assumed that while Metamorphosis is a useful but not easily attainable ideal, Homeostasis which underlies the prevailing situation is undesirable. The questions then are: Which of Incrementalism or Neomobilism are more desirable and feasible? How can these changes be best effected, such as by mobilising teachers in incremental changes and utilizing researchers in neomobilistic changes?

The types of ECE and ECTE that are likely to be adopted will generally be a compromise between the actual and the ideal situations (D1 and D3 respectively in Fig. 2). In a centralised system, there is need to depart from a situation of developing undesired uniformity (see Fig. 11) to one in which some diversity is preserved or encouraged, but at the same time a certain amount of desired uniformity is also fostered (Fig. 12). We should be careful however that Model 2 (Fig. 11) is being applied for ECE but Model 1 (Fig. 12) is being practised in ECTE.

Scrutiny of Fig. 4 suggests a host of questions which can be asked regarding ECE and ECTE in terms of the actual and ideal situations, such as: What are the value assumptions regarding ECE; for example, preschool being conceived as preparation for primary academic work or as socialisation experience? Depending upon the value assumptions, what specific knowledge, attitudes and skills are desirable for ECE? What concepts, activities and learning/teaching styles are likely to enhance the attainment of those objectives? What corresponding
Fig. 9: Dimensions of Pedagogical Behaviours
### Homeostasis vs. Metamorphosis

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<thead>
<tr>
<th>High Information Grasp</th>
<th>Low Information Grasp</th>
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<tr>
<td><strong>Homoeostasis</strong></td>
<td><strong>Metamorphosis</strong></td>
</tr>
<tr>
<td>(Restorative activity for Maintenance)</td>
<td>(Utopian activity for Complete Change)</td>
</tr>
<tr>
<td><strong>Incrementalism</strong></td>
<td><strong>Neomobilism</strong></td>
</tr>
<tr>
<td>(Developmental activity for Continuous Improvement)</td>
<td>(Innovative activity for Solving Significant Problems)</td>
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**Degree of Change**

- Small
- Large

(After PDK National Study Committee on Evaluation, 1971)

**Fig. 10: Decision-Making Settings**
Fig. 11: Process of ECE and ECTE (Model 1)
Fig. 12: Process of ECE and ECTE (Model 2)
knowledge, attitudes and skills - especially knowledge of individual differences in child development and learning, awareness of the teacher's susceptibility to perpetuating the self-fulfilling prophecy in dealing with children from different initial backgrounds, and diagnostic as well as remediation skills - should be emphasised in ECTE? What arrangements are necessary in order to ensure that teacher-in-training receive practical experiences in dealing with children individually, in small groups as well as in a class? (This question is particularly relevant in respect of practical experiences with pre-school children, since most kindergartens and nurseries are outside the jurisdiction of the Ministry of Education). Assuming that teacher education should be continuous, how should pre-service and in-service teacher education be better coordinated? How can the three components of in-service education as suggested by Wong9 namely remedial education, re-education and continuing education be also coordinated?

It should be apparent that for the effective implementation of some of the implicit answers to the foregoing questions, nothing short of the concerted mobilisation of all available personnel is imperative. Apart from inter-divisional, inter-institutional and inter-Ministerial cooperation it is envisaged that a variety of people could be directly or indirectly involved. We have already alluded to the possible role of children as teachers in the process of learning. Some five years ago, one of us submitted a proposal for the involvement of the Faculty of Education, University of Malaya in what was originally termed the Heuristics Of Preventive Education (H.O.P.E.).10 By virtue of historical expediency, the Faculty and its students are supposed to confine its attention to the upper secondary classes. The proposal was therefore conceived of not only as an attempt at removing the unfortunate stereotyping but also as a plea for not being left out in what was, and still are, considered to be crucial educational as well as


effort cannot be perceived or conceived in isolation from the total system. Thus, unless the Society itself is prepared to accommodate itself to changing situations, major educational changes may be futile and frustrating. Thus, the workshop might find it profitable to examine a number of questions pertaining to environmental constraints (E1 in Fig. 2), such as: What are the major cultural, organisational, socio-economic and temporal constraints confronting ECE and ECETE? Are they surmountable, especially by teachers and teacher educators? If not immediately, what specifically needs to be done in order to overcome these constraints? Although our model (Fig. 5) did not explicitly include political aspects of the environment, these are in fact crucial aspects in so far as Malaysia is concerned, for it pervades or even predetermines other aspects. The workshop might perhaps find it fruitful also to discuss questions of how to obtain political support or to avoid political interference in matters of professional import in ECE or ECETE.

Recent curriculum reform efforts have tended to entail changes in pedagogical practice along several dimensions simultaneously. For example, if we consider the triadic relations as depicted in Fig. 6, it is possible to consider at least 3 dimensions along which changes have been advocated, namely in terms of Locus, Mode and Scope, as shown in Fig. 9. Take, for instance, Approaches vis-à-vis Content. In terms of Locus, the suggested shift is from teacher-centred to student-centred, which in terms of Mode, the move is from Expository to Inquiry mode, and finally in terms of Scope, the emphasis is more on Practical rather than Theoretical work. To expect teachers to change along 3 dimensions simultaneously may not perhaps be the best strategy. If we consider the different possible changes, corresponding to the different quadrants in Fig. 9, we see several possibilities as shown below, in which the desired situations are indicated by "+" and the existing situations by "-".

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societal problems. It was then felt that the Faculty's most likely contribution might be to discover suitable teaching strategies for teachers as well as parents, which would encourage the learner to inquire and especially to attain adequate self-concept, in order to identify early signs of and prevent further deviation from desired norms of behaviour. By setting up such a centre or centres in some rural areas, it was hoped to involve both staff and students in research and development activities. Specifically, the priority objectives included the following:

1. To compare the attitudinal orientations of parents, teachers and pupils of rural and urban areas towards various aspects of education, such as higher education, vocational education, bilingual education, etc., as well as aspects relevant to education, such as achievement motivation, freedom and punishment, sex and religion, etc.

2. To devise suitable diagnostic and prognostic tests to study the cognitive, affective and psychomotor outcomes, and to identify early signs of future low academic performance, in children educated in rural and urban settings.

3. To study the relationship between the above two sets of problems in order to formulate the crucial needs of parents, teachers and pupils in relatively underprivileged situations.

4. To discover ways and means of overcoming the cumulative deficits arising from initial inadequacies in language, development, perceptual skills, attentional skills and motivation; which beset underprivileged children who tend therefore to fall increasingly behind their non-deprived peers in school subjects.

5. To help practising and student teachers develop skills in adapting the curriculum to the needs of underprivileged children and employ techniques that could most effectively and efficiently engage pupils in learning to learn.
6. To encourage teachers to become more involved in relating the structure and substance of education to the needs and aspirations of the community and to involve parents more extensively in what goes on in schools as well as in what educational theory has to say about child-rearing."

For reasons unknown to us, after initial discussions over the name of the centre, which was changed to that of Centre for Research in Preventive Education and then again to Centre for Research in the Promotion of Educational Opportunity, nothing more was heard of the proposal. H.O.P.E. was indeed a hopeless cause! More recently, however, various staff members of the Faculty have become involved in the CDC's projects on Compensatory Education, which in essence share very similar philosophies. Perhaps there is still a glimmer of hope for H.O.P.E.!

**Towards Developing a Blueprint**

It is patently clear from the discussion so far that the thought of attempting to produce a blueprint for early childhood teacher education is virtually unthinkable - certainly not within the present one-and-a-half day workshop nor, for that matter, for many more workshops to come. If, unlike an architectural blueprint, an educational blueprint is conceived of not as a final and exact plan, but rather in terms of flexible and approximate modus operandi, we suggest that it suffices for this workshop to suggest strategies whereby further refinements and approximations to the ideal may be successively effected. For this purpose, we suggest that the workshop should constantly endeavour not to lose track of the overall purposes and major components by becoming engrossed with the finer details. Like the hand-print in Fig. 13, we should not detract from the overall patterns and major component parts of the hand by concentrating too much on the finer lines, which probably interests criminologists and astrologists only, whether genuine or pseudo.

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27.3.1975
Faculty of Education
FIG: A BLUEPRINT?