



Universidade do Minho
Instituto de Educação

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**Investigating the Curriculum of Initial
Teacher Education in East Timor:
A Multi-Perspective Study**



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A Multi-Perspective Study**

Tese de Doutoramento em Ciências da Educação
Especialidade em Desenvolvimento Curricular

Trabalho efetuado sob a orientação da
Professora Doutora Maria Assunção Flores Fernandes

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Aknowledgements

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STATEMENT OF INTEGRITY

I hereby declare having conducted this academic work with integrity. I confirm that I have not used plagiarism or any form of undue use of information or falsification of results along the process leading to its elaboration.

I further declare that I have fully acknowledged the Code of Ethical Conduct of the University of Minho.

Abstract

Investigating the Curriculum of Initial Teacher Education in East Timor: A Multi-Perspective Study

At the Universidade Nacional de Timor- Lorosa'e (UNTL) Initial Teacher Education (ITE) has reformed its curriculum for several times since it was established. The reform is intended to the improvement of quality of education in the today's world. The reform of the curriculum in initial teacher preparation derives from Transitional Curriculum, Minimum Curriculum Content and European Credit Transfer System. However, there is no special curriculum evaluation about the effectiveness of the curriculum reform and its implementation. Curriculum reforms were just based on political decisions. Curriculum reforms are influenced by politics in Teacher Education in East Timor. Its curriculum plays an important role for the development of the national identity through culture, social aspects and ideology, which are the priority for the development of the national education. Thus, the goal of Initial Teacher Education at UNTL is to provide professional educators for the schools around the territory. In reality, ITE plays an important role in improving the quality of the national education in East Timor. This research project aimed at examining the new curriculum for teacher education in East Timor. In this case, this thesis includes several phases and methods: document analysis; semi-structured interviews to policy makers, university teacher educators, students and school supervisors and finally focus groups with student teachers and university teachers for getting their various perspectives. The participants include 4 stakeholders of university and government; 20 student teachers and 5 teacher educators; 5 school supervisors; 2 university supervisors and one foreign lecturer. ITE provides student teachers with professional teaching methodologies and approaches of both theories and practice within the four or five year period. However, there are still some challenges faced by both students and teacher educators in the daily teaching and learning processes related to the lack of resources available at the university. Besides that, there is no preparation for the new curriculum implementation and some new subjects in the new curriculum are not related to the background study of the teacher educators. Data point to some suggestions in order to foster cooperation between government and the university setting. If the government and university pay more attention to the curriculum evaluation and reform, the quality of education can be improved in the right way.

Keywords: Student Teachers; Initial Teacher Education; Practicum; Teacher Educators

Resumo

Investigating the Curriculum of Initial Teacher Education in East Timor: A Multi-Perspective Study

Na Universidade Nacional de Timor-Lorosa'e (UNTL) a formação inicial de professores (FIP) sofreu várias reformas desde que foi estabelecida. A reforma visa a melhoria da qualidade da educação relacionada com as condições do mundo de hoje. A reforma da FIP deriva do Currículo de Transição, do Conteúdo Curricular Mínimo e do Sistema Europeu de Transferência de Créditos. No entanto, não há avaliação curricular específica sobre a eficácia da reforma curricular e da sua implementação, pois as sucessivas reformas basearam-se apenas em decisões políticas. As reformas curriculares são influenciadas pela política da Formação de Professores em Timor Leste. O currículo desempenha um papel de relevo para o desenvolvimento da identidade nacional através da cultura, aspectos sociais e ideologia, que são a prioridade para o desenvolvimento da educação nacional. Assim, o objetivo da FIP na UNTL é formar educadores profissionais para as escolas. A FIP desempenha um papel importante na melhoria da qualidade da educação nacional em Timor Leste. Este projeto de pesquisa teve como objetivo analisar o novo currículo para a FIP em Timor Leste e incluiu várias fases e métodos: análise de documentos; entrevistas semiestruturadas com decisores políticos, formadores de professores, estudantes e supervisores escolares e, finalmente, grupos focais com alunos futuros professores e professores universitários para obter as suas várias perspetivas. Participaram no estudo 4 membros da universidade e do governo, 20 alunos futuros professores; 5 formadores de professores da universidade; 5 supervisores escolares; 2 supervisores universitários e uma professora estrangeira. A FIP fornece aos futuros professores metodologias de ensino e abordagens teóricas e práticas durante os quatro ou cinco anos de formação. Contudo, existem alguns desafios enfrentados por alunos e professores nos processos de ensino e aprendizagem relacionados com a falta de recursos disponíveis. Além disso, não há preparação para a implementação do novo currículo e algumas disciplinas novas do currículo não estão relacionadas com a área de formação dos formadores. Os dados indicam algumas sugestões para fomentar a cooperação entre o governo e a universidade. Se o governo e a universidade prestarem mais atenção à avaliação e reforma curricular, a qualidade da educação pode ser melhorada da maneira correta.

Palavras-chave: Alunos Futuros Professores; Formação de Professores; Estágio; Formadores de Professores

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Abbreviations and Acronyms

AANAA- Academic Evaluation and Accreditation Agency

ECTS – European Credit Transfer and Accumulation System

FEAH- Faculty of Education, Art and Humanities

FRETILIN- Timorese Revolutionary Front

ICT- Information and Communications Technology

ILO- International Labor Organization

ITE- Initial Teacher Education

ITP- Initial Teacher Preparation

LEADS- Language Enhancement and Academic Discourse Skills

MCC- Minimum Curriculum Content

NIE- National Institute of Education

STT- Student Talking Time

TEFL- Teaching English as a Foreign Language

TESOL- Teaching English to Spoke Other Languages

TIMSS- Trends in Mathematics and Science Study

TQNP- Teacher Quality National Partnership

TTT- Teacher Talking Time

UNDP- United Nations for Development

UNICEF- United Nations Children ´s Found

UNMISSET- United Nations Missiono f Support in East Timor

UNTAET- United Nations Transational Administration

UNTL- Universidade Nacional de Timor Lorosae

VSK- Values, Skills, Knowledge

WFP- World Food Program

Introduction

This project is a follow-up of my Master Degree dissertation, which included an exploratory study with key players, linked to Initial Teacher Education (ITE) at the Faculty of Education, Art and Humanities (FEAH) in the Universidade Nacional de Timor Lorosa'e (UNTL). My main purpose within the context of my PhD research project is to develop and to explore further a number of issues arising from my previous study, namely the transition from the old to the new curriculum, the process of designing and implementing the new curriculum, the examination of its content and structure as well as the profile of the teacher to be trained.

Existing literature on the topic has highlighted the need to analyze the curriculum organization, its rationale and key components in order to enhance the quality of teacher education as it can make a difference for the quality of teachers and of teaching in schools (Darling-Hammond, Newton, & Wei, 2010; Flores, 2004; 2011).

An examination of the curriculum developed at the Faculty of Education, Art and Humanities (FEAH) of National University of Timor Lorosa'e is important in order to improve the quality of education in this young country East Timor. FEAH has several departments namely: English, Portuguese, Tetum, Sport, Mathematics, Physics, Chemistry, Biology and Primary School Teacher Education. FEAH was established at the same time as UNTL in the year 2000, when East-Timor was under the United Nations Transitional Administration (UNTAET) after the end of the Indonesia rule over the country in the year 1999.

Regarding the transition from Indonesian colonization to UN administration, it began to re-establish government and school infrastructures and school activities that were destroyed by the Timorese pro-Jakarta militia. In relation to the school activities and teaching and learning process, the UNTAET government had to do whatever measures to normalize the conditions for them to develop. The best way for UNTAET was using the resources that were available such as using the Timorese Indonesian educated teachers and adopting the Indonesian curriculum as transitional curriculum to fulfill the urgent demands of the context.

The transitional curriculum was changed gradually after the transfer of power from UNTAET to East Timor when it got full independence on the 20th May 2002. The Timorese government, especially the Ministry of Education, was striving for making the change from the transitional curriculum to the national curriculum. The first effort happened to the primary schools during 5

years of the first government. Then, during other 5 years, the government established the secondary school curriculum. Finally, the government committed to reform the curriculum for the tertiary schools which is known as *Currículo conteúdo mínimo* (Minimum Curriculum Content = MCC) and European Credit Transfer System (ECTS) for the National University Timor Lorosa 'e. The purpose of making the Minimum Curriculum Content and ECTS is to standardize it in the light of the national, regional and international curriculum systems. The new curricula were made by the involvement of many parts of the institution in East Timor, namely the representatives of public and private universities, and the Catholic Church. The Minimum Curriculum Content has been applied since the year 2011. After several years of the implementation of the new Timorese national curriculum there nobody did any research on curriculum for initial teacher education, the ECTS curriculum has been implemented since 2014.

This research project aims at overcoming this gap and examining the new curriculum for teacher education in East Timor taking into account the perspective of various stakeholders, namely policy makers, student teachers, supervisors and teacher educators.

Reforming Initial Teacher Education in East-Timor: challenges and possibilities

If we look back to history, East Timor has experienced three different periods of curriculum systems. The first is the Portuguese period. In 1975 backward, in the time of the Portuguese rule, the Portuguese government set up the schools' curriculum. Certainly, the Timorese educational system was based on the Portuguese system. However, after 1975, in East Timor, under the Indonesian rule, the curriculum was again changed. The Portuguese educational system was replaced by the Indonesian curriculum system and at the same time Portuguese language was banned from schools. Only the Catholic Church defended and used Portuguese. Students had to learn the Indonesian history, language, the Indonesian five principals (Pancasila) or constitution and cultures. As a result, mostly Timorese learned or understood it well.

After East Timor got its freedom and independence, it was necessary to think about regaining national identity by developing its own national history and culture through national education. The national education means setting up an educational system importantly looking at designing a national curriculum related to ideology, language and culture or the need of Timorese people related to the changing time. Under this condition, the government, especially Ministry of Education, had to set up the national curriculum from the primary schools to higher education.

For the first five-years of the independence, the government could only focus on doing a national curriculum for the primary school. Then, it was followed by the secondary school curriculum in the following five-years. The higher education's curriculum, especially at UNTL, implemented the new curriculum "Minimum Curriculum Content" in 2011. However, it was only for a short period of time. In 2014 UNTL again changed this Minimum Curriculum Content to European Credit Transfer System (ECTS) curriculum.

The reforming or changing of the curriculum only happened at UNTL. The private universities are still making an effort to implement the Minimum Curriculum Content. Some private universities up until today are still using the Indonesian curriculum as a transitional curriculum.

Using the new curriculum means that all the educators in either public or private universities only use Tetum and Portuguese languages as a means of communication. However, Tetum language is still on the process of development so it is still not sufficient to be used as a technical language. Using both Portuguese and Tetum languages are necessary because the students who graduate from secondary schools only understand these two languages. At some universities, teacher educators are still not able to teach in Portuguese as they only use Indonesian language even though Portuguese language is the official language since restoration of independence of East Timor in 2002. This condition makes it even more confusing for the students as they know nothing about the Indonesian language.

At UNTL, Indonesian language is not used anymore in teaching since 2012 because the educators got Portuguese course and most of the educators have graduated from the universities in Portugal and Brazil. Even though some educators are still not fluent in Portuguese, they at least understand the language. In this case, educators are flexible to use Portuguese and Tetum languages for the class teaching. Besides the language barrier, there are some concerns about ideological and cultural issues that were experienced by the Timorese people during the foreign rules. Although East Timor is known as rich, language and cultures also influence it. Vaara, Tienari, Piekkari, and Santti (2005, p. 596) explain that

"The role of natural languages in social life can hardly be overestimated. In brief, one can link language with culture, knowledge and power. For most people, 'language' has always represented the core of culture, although what is taken as 'culture' has been debated throughout history. Natural languages in particular represent the heart and symbol of

specific national and ethnic cultures, although the relationship between specific languages and nation states is not at all straightforward”.

The current situation in East Timor is that there are three international languages being well developed: Portuguese, English and Indonesian. Portuguese language is being learned and developed by the Timorese from primary to tertiary education because it is the official language of East-Timor. Besides that, Portuguese language has already been a part of Timorese culture for more than 500 years. Then, a lot of the Tetum vocabulary is adopted from Portuguese. Another reason for Portuguese language becoming part of Timorese culture is that, during the period Timorese people struggled for the independence; one of the international languages that were mostly used was Portuguese at national and international levels.

The Timorese people are also turning to learn English because it gives job opportunities, and it is easy for communication among people of the neighboring countries. Another reason is about the prestige; if anyone can speak or understand well many foreign languages, this person will be well recognized as an intellectual or as clever. In this case, many of Timorese young people voluntarily learn foreign languages including English.

Meanwhile, the Indonesian language is also well developed in East Timor although it is no more taught at schools. It is well developed because most of the economic cooperation is with Indonesia and many of Indonesians are now working in East Timor, so the language is used in daily communication. Besides that, the young Timorese who study overseas go mostly to Indonesia. Then, many of young Timorese even though they are not studying in Indonesia and not even attend at any Indonesian course, they can understand the language through Indonesian satellite television, as the movies are interesting to them.

This condition seems like there is a competition among these three languages. However, it depends on the policy of the government to reform the national curriculum. It is important to think how to promote the national cultural, ideological, social and political identities that are the keys to the process of the development of the country. In this regard, Apple (1990, p. 63) states: “This is particularly true for reforms of curriculum, which lay at the heart of ideological, political and cultural debates around whose knowledge is worth”. Meanwhile, Popkewitz and Brennan (1998, p. 9) argue that “The official curriculum is one that includes or excludes specific histories, influencing how and whether individuals construct and attach their identities to grand narratives”. The development of national identity through curriculum reform is often the result of a “violent

process of destruction and reconstruction of social relations and structures” (Tawil & Harley, 2004, p. 9). Finally, Murray (2008, p. 39) conclude that “What we teach our children is (either the) story of who we are, or (in the case of transformative system) who we want to be”.

Concerning the research methods, this research project included several phases and methods: document analysis; semi-structured interviews to policy makers, university teacher educators, students and school supervisors and, finally, focus groups with student teachers and university teachers.

The organization of the thesis

This thesis consists of introduction, which includes the background of the study, reforming initial teacher education in East Timor: challenges and possibilities. In the Introduction an overview of the thesis is also included.

Chapter I discusses the ways in which the curriculum specialists define the meaning of curriculum. Then, curriculum change or adapting the system of education based on the changing time and conditions of the students, educators and community will be analyzed. Moreover, it also focuses on the national curriculum and identity formation, which is made based on the needs of students and community related to the condition of the world in a highly competitive context in which education needs to provide a good competence in knowledge and skills for learners. Furthermore, the chapter addresses issues related to how the student teachers learn how to teach. Finally, the role of initial teacher education for community related to the principle of lifelong education and the general approaches of teaching and learning a language/English and classroom interaction will be examined.

Chapter II focuses on East Timor as a new country that has been working hard to establish its own national identity through education in this era of globalization. Previously, East Timor applied foreign educational systems because of a long period in the period of colonization. After the independence, this country needs to develop an educational system that is linked with economy, culture, ideology and politics. This chapter addresses the curriculum change from transitional curriculum, Minimum Curriculum Content and European Credit Transfer System curriculum for the last years after the independence.

Chapter III includes the context of the study, research questions and the paradigm approach of the study. It describes the participants involved. In the study methods for data collection are also

described, including semi-structured interview, document analysis and focus group. In addition, procedures for data analysis are also identified as well as the ethical issues.

Chapter IV focuses on the views of the different stakeholders in regard to ITE. It also addresses the goals of Initial Teacher Education in East Timor and issues of being a teacher. The chapter also looks at the challenges, struggles and strategies of ITE at the UNTL. In addition, the key components of ITE are also examined as well as the need to educate the teacher educators. The chapter ends with the positive and negative aspects of ITE and the profile of teacher educators.

Chapter V discusses the various aspects of the curriculum reforms at the UNTL. It also explores the reasons for various curriculum reforms, the education import and the need for a curriculum evaluation. It further looks at curriculum implementation and the lack of identified teacher educators. The chapter also addresses issues of autonomy and relevance of ITE, particularly the ECTS'S curriculum. The chapter ends with issues of context and influence of external experts.

Chapter VI focuses on the goals of teaching practice and its organization in schools. The chapter also addresses the activities developed in microteaching and teaching practice as well as the development of professional competencies. It then looks at the challenges of supervision and the role and profile of supervisors. The chapter ends with issues of evaluation in ITE and current challenges in teaching practice.

This thesis includes appendices which complement the information included here.

Chapter 1

Curriculum of initial teacher education: structure and content

This chapter discusses the ways in which the curriculum specialists define the meaning of curriculum. Then, curriculum change or adapting the system of education based on the changing time and conditions of the students, educators and community will be analyzed. Moreover, it also focuses on the national curriculum and identity formation, which is made based on the needs of students and community related to the condition of the world in a highly competitive context in which education needs to provide a good competence in knowledge and skills for learners. Furthermore, the chapter addresses issues related to how the student teachers learn how to teach. Finally, the role of initial teacher education for community related to the principle of lifelong education and the general approaches of teaching and learning a language/English and classroom interaction will be examined.

1.1. Curriculum: scope and meanings

In the field of curriculum studies, there have been many academics giving their points of views about the definitions of curriculum. In the literature, there are several academics defining the meanings of curriculum. For instance, Pinar (1998) defines that curriculum comes from the Latin word *Currere* which means running the racecourse. In the words of educational experiences, both educators and learners are encouraged to reflect on their past lives in the schools and their interactions with teachers, books, and other education-related artifacts. Pinar also urges students to remember, observe, and record, focusing especially on how to respond to what is remembered. Meanwhile, McKimm (2003, p. 2) describes some slightly similar ideas:

“The word curriculum derives from the Latin *currere* meaning ‘to run’. This implies that one of the functions of a curriculum is to provide a template or design, which enables learning to take place. Curricula usually define the learning that is expected to take place during a course or program of studying terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. A syllabus describes the content of a program and can be seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organizational and societal constraints”.

Another author, Marsh (1997, p. 3), defines the meaning of curriculum: “curriculum is that which is taught in schools; a set of subject and content; a set of materials; a set of performance objectives; which are taught both inside and outside of school that are directed by the school; everything that is planned by the school personnel”. Moreover, Pacheco (2008) adds that a curriculum is framed within given curriculum areas, in the context of a structure of disciplines, as well as the workloads assigned to teaching. Similar ideas are also expressed by Slomski, Silva, Gomes, and Isac (2010, p. 11), these authors state that the “Curriculum includes the subjects or topics proposed for the entire school system, a course of study, a level of education or a course. The curriculum is to be defined as the study plan which consists of teaching materials which are relatively diverse, which translates concretely the varied distribution of weekly teaching periods or credit units to each of the disciplines that make part of such a study plan”.

Some academics describe curriculum as subjects that are related to the needs of students and community. Then, curriculum itself is about the learning experience that is provided to the students in various skills. Khawaja, Akhtar, and Mirza (n.d, p. 5-6) state that:

“Curriculum is such “permanent” subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the Western world that embody essential knowledge. Curriculum is those subjects that are most useful for living in contemporary society. Curriculum is all planned learning for which the institution is responsible. Curriculum is all the experiences learners have under the guidance of the institution. Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites. Curriculum is a structured series of intended learning outcomes”.

1.2. Curriculum design and development: changes and transitions

Curriculum development can be defined as changing or adapting the system of education based on the changing time and conditions of the students, educators and community. However, the curriculum development itself is to be adapted or changed for the betterment of the students, educators and community. In other words, developing the curriculum is to change the community’s life and changing the curriculum depends on the needs of students, educators and

community. The process of change itself needs time and it is a long process that needs the participation of many parts in the community. Ribeiro (1990, p. 6) expressed that "Curriculum development is defined as a dynamic and ongoing process that encompasses different stages, from curriculum justification to its evaluation and including necessarily the moments of conception, elaboration and implementation."

In turn, Pacheco (2005, p. 49) states that "curriculum development is a complex and dynamic process that is equivalent to a reconstruction of decisions in order to establish, on the basis of specific principles, a bridge between intention and reality, or rather between the socio-educational project and the educational project". In this case, education or curriculum normally changes based on the changing time. Also, Owen and Soule (2010, p. 160) add that "Education has improved, developed and changed in many ways from decade to decade, because particular people in particular field have had the patience, good fortune, insight and good experience which is necessary to make it credible when they wish to commend something new to other people".

Furthermore, curriculum development needs to have good planning and process. In this case, according to Ayeni (n.d), curriculum development is as a process by which the learning opportunities, materials, equipment and other resources are constantly planned, assessed and reviewed with the aim of bringing about some positive changes in the students being taught. Then, curriculum development should be guided by certain principles it is a dynamic process. The components of the process are identified as follows: (i) setting up the aims and objectives to be achieved by the curriculum; (ii) identification of the content of the curriculum; (iii) choosing the methods to be adopted in the organization and the presentation of the contents to the students; (iv) measuring or assessing the progress and performance of a student; (v) obtaining feedback from graduates or products of the curriculum and analyzing the data so as to review other components in the curriculum process.

In relation the curriculum development process, Gimeno (1988) identifies six phases: First, prescription which means whole educational system suffers from a certain prescription stemming from regulations that deep down impose certain limits. Second, publishers do presentation to the teacher. Third is modeling: the teachers possess a certain culture that inevitably will filter the curriculum content. Fourth, action is, at bottom of the actual practice, governed by theoretical schemes and teacher practices. Fifth, realization is the result of the practice that produces diverse effects on the cognitive, affective, social, and moral domains.

Finally the evaluation: this final stage of development of the curriculum is influenced by pressures of various kinds, cultural, ideological, etc.

Weng and Tseng (2000, p. 4) confirm that "Curriculum reform always needs the support from the part of the teachers. The infra-structure of our teaching programs and the teacher evaluation system will be other facts to influence the implementation of the new curriculum". As far as reform and innovation are concerned, Pacheco (2001, p. 151) argues that "innovation is linked to curriculum changes that contribute to the transformation and improvement of processes and practices of teaching - learning and hence to confirm the educational success of students". He also states that "the concept of change present in the curriculum reform can have a technical nature (with decisions, for example, linked to the curriculum, the subject areas, the modification of academic time, the proposed new syllabus or a procedural or cultural nature from a practical deliberation and accountability of educational actors in curriculum development" (Pacheco, 2001, p. 165). Young (1998, p. 24) urges that "the curriculum becomes something to be preserved or brought up to date for high achievers, modified or made more relevant for low achievers and broadened or integrated for those who specialize too soon, etc."

Reforming a curriculum means implementing or moving to a new system. Pinar (1998, p. 4) argues that "In new order, we "story the self" as a means of making sense of new condition of working and being. The self becomes a reflexive project, an ongoing narrative project. To capture this emergent process it requires a modality close to social history, social geography, and social theory". Facing a new system signifies leaving all systems that the curriculum implementers used to do. In a similar vein, Parker (2003) argues for a "transformational curriculum." He states that students should design their own interacting aspects of knowledge, action, and self. Such a curriculum "would engage the student's love of knowledge, and use that to re-inspire the teacher's, would develop a mature critical self, which was nevertheless sophisticatedly appreciative, would incorporate the Barnett value of dealing with super complex paradigms and value systems while understanding how and why to invest oneself" (p. 542).

Moreover, Young (1998, p. 164-5) identifies some concepts of learning in Teacher Education: first, teachers need to learn how their initial training can prepare them for seeing the promotion of lifelong learning as being at the center of their future role as teachers. Second, it deals with the form and content of learning in teacher education and its location. It involves identifying those learning objectives achievable through school-based apprenticeship and reflection on experience and those requiring student teachers to have access to systematic bodies of theory

and research. Third, one of the lessons from the critique of technocratic modernization is that while individual teachers and students learn, learning is always a social process.

So, an important aspect for a curriculum reform or development is the cooperation of school personnel, educational stakeholders, community and intellectuals. To involve all the parties mentioned is the responsibility of the leaders/managers. Marsh, (1997, p. 8) stresses that “Curriculum workers are many and include school-based personnel such as teachers, principals, and parents and university-based specialists, industry and community groups and government agencies and politicians”.

Furthermore, Clark and Peterson (1986) ask who gives that personal touch in the curriculum? How is realized this customization? Mainly through the teacher, this eternal colossus of the educational phenomenon, through his or her knowledge in thinking and through his/her decision decisions and influence on the curriculum development process. The thinking, planning and decision-making remain a large part of the teaching context. Finally, Beyer and Liston (1996, p.4) argue that “Within the higher education, one response to the changing social situation was to support greater efforts at research and an increase in specialized fields. This in turn led to a more fragmented system of higher education”. In turn, Hass and Parkay (1993, p. 328) add that “Curriculum development is also a political process. It requires dealing with people and their various power bases and their views of what makes for “good” education”.

1.3. Curriculum evaluation

Curriculum is an investigation process to get to know the strengths and weaknesses of curriculum implementation, in order to make a reform for the curriculum itself to achieve its objectives. Hussain, Dogar, Azeem, and Shakoor (2011) explain that curriculum development should be going through a curriculum evaluation. Curriculum evaluation refers to the collection of information on which judgment could be made about the worth and the effectiveness of a particular program. It includes, of course, actually making those judgments so that decision might be made about the future of program, whether to retain the program as it stands, modify it or throw it out altogether. The authors (Hussain et al., 2011, p. 265) state that

“Curriculum evaluation refers to the collection of information on which judgment might be made about the worth and the effectiveness of a particular program. It includes, of

course, actually making those judgments so that decision might be made about the future of program, whether to retain the program as it stands, modify it or throw it out altogether”.

Guba and Lincoln (1981) identify curriculum evaluation in two aspects: *merit* and *worth*. Merit refers to the intrinsic value of an entity—value that is implicit, inherent, and independent of any application. Merit is established without reference to a context. Meanwhile, worth is concerning with the value of an entity in reference to a particular context or a specific application. It is the “payoff” value for a given institution or group of people. Thus, a given English course may seem to have a great deal of merit in the eyes of experts, it may reflect sound theory, be built on current research, and embody content that experts deem desirable. It may require teaching skills that the teacher has not mastered and learning materials that the students cannot read. In this sense, then, curriculum evaluation should be concerned with assessing both merit and worth. Then, Print (1993, p. 188) asserts that, “process evaluation examines the experiences and activities involved in the learning situation i.e. making judgments about the process by which students acquired learning or examining the learning experience before it has been concluded”. Furthermore, Patton (1997) describes that, “process evaluation focuses on how the teachers’ teaching and the students’ learning was done”. Print (1993) adds that teacher evaluation includes teachers’ instructional methods, student teacher interaction, classroom interaction, teachers’ characteristics, teachers’ performance in the classroom and other dynamics of the teaching-learning situation. This type of evaluation is carried out with the intention to help teachers enhance their performance in the teaching and learning process. In addition, Apple (1990, p. 39) describes that “one technical procedure to evaluate a curriculum is by comparing input and output. Were the test scores raised? Did the students master the materials? This is the achievement model”.

Other authors as Guba and Stufflebeam (1970, p. 109) identify four types of decision that are included in curriculum evaluation through organising framework for examining curriculum evaluation. These types include the decision about: first, planning intention, e.g., which objectives to select; second, planning procedures, e.g., which personnel, methods and material to employ; third, implementing procedure, e.g., whether to continue, modify or abandon a procedural plan: and finally, outcomes, e.g., which intentions are realized, to which extent and by whom.

In term of schooling, the evaluation is very important to understand the improvement in teaching and learning process. In this case, Candlin and Edelhoff (1982: VI) assert that “learners learn most when they are quite precisely aware of (...) how their efforts are to be judged and evaluated”. Other experts describe the curriculum evaluation, which finally leads to transformation of knowledge to school. In this case, Morgado and Quitembo (2014, p. 132) explain that “The transformations are based on a curriculum, here understood as a formative project that, while reflecting the influences of the current policies and the context in which it is configured, propitiates the construction of knowledge and the development of skills, abilities, competencies, attitudes and procedures essential for integration in society”.

1.4. Curriculum and globalization

There are some ideas and expressions of curriculum related to the curriculum and globalization of the following authors. As Tan (2011, p. 80) asserts, “Globalization offers interesting lesson on how the tensions and pressures of globalization have played out in the arena of the education system over the past decade. On the other hand, schools and universities are constantly being urged to better prepare students for the challenge of the knowledge based economy”. The same ideas are expressed by Tan (2011, p. 126) who add that “It is widely agreed that today all societies should be moving towards what is referred to as a knowledge (postindustrial) society”. The meaning given to such society is usually that it is one in which an increasing high proportion of jobs demand high level of skill and knowledge. Hass and Parkay (1993, p. 4) explain that “One of major areas of consideration in all curriculum planning must be social forces as reflected in (1) social goals, (2) cultural uniformity and diversity, (3) social pressure, (4) social change, (5) future planning, and (6) concept of culture”. Also, Applebee (1996, p. 6) argues that, “Taking part is the key in the relationship between individual and these larger cultural universes. We each must learn to take part in the traditions that encompass the knowledge of the larger culture, remake them as our own”. Giddens (1991, p. 5) expresses that “in modern social life, in the notion of lifestyle takes on a particular significance. The more tradition loses its hold, and the more daily life is reconstituted in terms of the dialectical interplay of the local and the global, the more individuals are forced to negotiate lifestyle choices among a diversity of options”. In addition, Applebee (1996, p. 5) states that:

“The social world of which any individual is a part is richly structure with tradition of knowing and doing that affect all of life. Many of these traditions are encoded in cultural systems of symbolic representation-language, the arts, mathematics, science, religion, and history. Each of these is a system of knowledge -in-action, a universe of cultural activity with characteristic ways of knowing and doing as well as characteristics content”.

Concerning the social and cultural development of above explanations, it could be supported by an annual report of the program of the United Nations for Development (UNDP) (2004) entitled *Cultural Liberty in cultural identity* which explains that one of the requirements is the social justice and policies. It also requires recognition and respect and they care about whether they and their children will live in a diverse society.

1.5. Curriculum of teacher education

Teacher education is a process or cycle that provides people knowledge in various areas of disciplines and leads or educate other people/students in various areas of disciplines and especially in pedagogical matter to be professional educators, mentors, counselors, supervisors and so on, related to the education for the next generation in the schools. According to Calderhead and Shorrock (1997, p. 1), “Educational thinkers and writers have variously emphasized different aspects of the teaching role – the teacher as expert in their subject; the teacher as facilitator of learning; the teacher as a motivator and source of inspiration; the teacher as upholder of moral standard”. Marcelo (1999, p. 26) adds that

“Teacher training is the area of knowledge, research and theoretical and practical proposals which, under Teaching and School Organization, studies the processes by which teachers – practicing teachers - individually or in teams, are involved in learning experiences through which they acquire or improve their knowledge, skills and dispositions that allow them to act professionally in the development of their teaching, the curriculum and the school, with the aim of improving the quality of education that students receive”.

The educators are the actors that determine the successfulness of education in a nation or country. Educators are actors who play an important role in offering the needs of students or community. Moreover, educators/teachers are the actors who make change in educational systems. Pacheco and Flores (1999, p. 10) state that "Teachers are indispensable actors in the curriculum process and because they depend on largely any purpose of educational innovation their training is a key component that cannot be hidden". Thus, in the educational process, the actors of education design courses to provide the students with what they need to learn or study at schools related to the objective of national education. Marcelo (1999, p. 20) argues that "Some authors point out the needs to develop a theory of teacher education, as there are theories of education, teaching, learning, etc". In turn, Goodwin (2012, p. 23) identifies "Education studies courses designed to provide students with foundational concept and principals (...) necessary for effective teaching and reflective practice". Moreover, related to the personal process about the importance of teacher education to lead the student teachers to get knowledge and skills of teaching, Flores (2011, p. 465) states that:

"Teacher education implies a given conceptualization of teaching and a given view of teachers as professionals that needs to be explicit in both its curriculum and the ways in which it is implemented".

In the context of knowledge and teaching skills there are some key factors that need to be taken into consideration in teacher education: First, the willingness of a person to be an educator; second, knowledge of education in theory and practice (teaching) and third, having good character for being an educator. A good character means educators should be role models for the learners. Sahlberg (2012, p. 8) states that "In primary teacher education, this is led by the study of education as a main subject; composed of three major thematic areas: first, the theory of education; second, pedagogical content knowledge; and third, subject didactics and practice". In this matter, Flores also adds that "As for the curriculum of ITE, it includes: general educational training; specific didactics (for a given level of teaching and subject matter); professional practice; cultural, social and ethical education; educational research methods; training in the subject matter" (Flores (2011, p. 466).

Moreover, Sahlberg (2012, p. 8) identify teacher and professional competence and add that "Particular attention is devoted to building pedagogical thinking skills, enabling teachers to

manage instructional processes in accordance with contemporary educational knowledge and practice". To be a professional educator is a challenge; however, a person needs to be aware of what he or she is going to deliver to the students. In this case, a person needs necessarily to be well equipped with knowledge and skills in both theory and practice in his or her area of disciplines. As Flores argued (2001, p. 146),

"Learning to teach entails a constellation of factors. It is a process that goes beyond the mere application of a set of acquired techniques and skills. Not only does it imply the mastery of practical and more technical issues, but it also encompasses the construction of knowledge and meaning in an on-going and challenging dialogue with the practice".

Furthermore, Feiman-Nemser cited in Marcelo (1999, p. 32) explains:

"A process of transformation and not only to acquire new knowledge and skills (...) The critical guidance underlines the obligation of teachers towards students and society, challenging the teacher trainers to help beginners learn how to develop school practices that support democratic principles of justice and equality ... the practices and technological guidelines represent different ideas about the nature and resources of knowledge about teaching and how one acquires and develops ... the scientific knowledge and systematic training ... practice wisdom and learn from the experience (...). Finally, the academic orientation focuses on different work of teaching. What distinguishes the teaching of other types of human services is its concern to help students learn valuable things they cannot acquire for themselves".

In addition, Calderhead and Shorrock, (1997, p. 8) argue that "preparing teachers for the profession is a complex and challenging endeavor, like designing teacher training course. It implies difficult decisions on the structure and content of the courses, when it is the best way and time to experience teaching in school and how students are most appropriately prepare for it, about the roles of the personnel involved, and about how the student teachers are suitably assisted in coming to terms with the substantial demands of the school and the classroom". In a similar vein, Pacheco (1995, p. 53) states that "Teacher training always has different

perspectives and approaches, depending on the positions taken in relation to the curriculum formation of the professional role of the teacher and the purposes of the educational process". Moreover, according to Flores (2004a, p. 139), "Teaching involves the "acquisition of skills and expertise," but also assumes a 'reflective and critical process (personal) about what it means to be a teacher and on the implicit purpose and values in own actions and institutions in which it works". Teaching is about the contents that are to be delivered to the students although the content itself is related to the division of the content into areas of disciplines, which are called subjects. Pacheco and Flores (1999, p. 21) state that, "The contents are previously selected and organized into subjects or subject areas, the teacher organizes them and puts them together logically and coherently in order to be understood by students". Moreover, the activities of teaching and learning subjects are the way of leading both processes: learners to gain knowledge and skills and educators gain more experience in teaching as part of lifelong learning. Lifelong learning is really important to upgrade educators' knowledge and skills due to the development of the community from time to time. Formosinho (1991) states that "the training has as its ultimate goal the personal and social improvement of each teacher, within a perspective of lifelong learning. But this improvement has a positive effect on the school system to translate in improving the quality of education offered to students. It is this positive effect that explains the recent concerns of the Western world with the continuous training teachers". Morgado (2005) adds that when the communities are constantly changing, it requires more and more new development standards; teachers must have a set of capabilities and skills, mastering certain expertise that characterize the profession and develop dynamic inherent to its own educational tasks.

1.6. The process of learning to teach: the role of initial teacher education

Learning to be a teacher is a complex and idiosyncratic journey. Existing literature has attempted to shed light on the phenomenon from a variety of perspectives (Flores, 2004b; 2011; Putman, 1996; Wideen, Mayer-Smith, & Moon, 1998). For instance, Calderhead and Shorrock (1997, p. 8) explain that

“Preparing teachers for the professional world is a complex and challenging task. In designing teacher training courses, a difficult decision is to be faced about the structure

and content of the courses, about when experience in school is best introduced and how the students are most appropriately prepared for it, about the roles of personnel involved, and about how about the students are suitably assisted in coming terms with the substantial demands of the school and the classroom”.

Social, cultural, technological and economic changes have implications for the training of teachers. Scheffler as cited in Kilbourn (1992, p. 72), states that teaching is not simply transferring information nor even to the development of insight, but to the developing principled judgment and conduct to the autonomous and rational character, which related to science, morality and culture. Rational character and critical judgment improve through involvement in adult experience and criticism, through respect the dignity of learners as well as of the teacher.

The need to conceptualize Teacher Education as a ‘long continuum’ within a lifelong perspective (Marcelo, 1999; Flores, 2000a) has been reiterated in the literature. Within this view, initial teacher education (ITE) is seen as the first step of a career-long process only preparing for entry into the profession. Induction and in-service education and training of teachers are also seen as two crucial elements of the *continuum* (Bolam, 1987; Marcelo, 1999). This broad understanding is useful and calls for different approaches to ITE and professional development. However, a number of practical and institutional constraints have been identified. In this case, Zeichner (2009, p. 44) adds that “As long as there have been formal teacher education programs, teacher education institutions have had some relationship with schools so that student teachers could have places to practice their teaching skills”.

ITE has been investigated from a variety of perspectives, namely the perspective of pre-service teachers about their experiences and perceptions in order to understand the multidimensional, idiosyncratic and contextual process of becoming a teacher (Calderhead & Shorrock, 1997; Flores, 2001; Flores & Day, 2006) but it also implies the perspective of others stakeholders such as teacher educators, administrators and policy makers. Existing literature has pointed to the need for a greater articulation between the various components of the curriculum mainly as far as: i) the articulation between theory and practice are concerned (Korthagen, 2010); ii) the valorization of the reflective and research component in so far as being a teacher means having technical knowledge and skills, but also critical and reflective competencies about teacher professionalism (Zeichner, 1993; Contreras, 1997); iii) a greater emphasis on the professional logic and the assumption of the role of teacher educators and greater attention to the

professional context and to the professional dimensions of teaching (Formosinho, 2009; Flores, 2011); iv) opportunities of training and professional development for teacher educators, as they have a key role in the training and development of student teachers (Flores, 2011); v) the need for more attention to the development of student teachers as teachers to be taking into account their beliefs and their views of teaching and of being a teacher and opportunities to develop their professional identity (Flores, 2012, 2013).

The relevance of the relationship between research on teaching and teaching research in teacher education is a key issue in order to move forward both teaching and teacher education and to encourage all participants to value more the nature of their work (Loughran, 2009).

Zeichner and Conklin (2008) argue for the complexity of ITE programs and their various components and for the need to discuss their meaning in both their content and structural characteristics. Reporting on a review of existing research, Cochran-Smith (2005) stresses that consistent vision; strong collaborations between universities and schools, school/community fieldwork, and effective use of certain teacher education strategies are amongst the distinctive features in ITE programs. However, a look at existing literature on these topic points, according to Flores (2011, p. 461), to a common idea: “teacher education can make a positive difference in developing high quality teachers and teaching in schools”.

Changes in training programs as a result of national and international policies must be understood in context and time in which they were produced (Flores, 2011; Townsend, 2011). Underlying ITE programs are given conceptions of education, of school, of teaching, of learning and of society, as well as views of the kinds of teachers that are to be trained and for what purpose (Marcelo, 1999; Flores, 2004a, 2004b). Thus, it is important to examine the ways in which the new curriculum for initial teacher education has been defined, understood and implemented in a context of change and transition, as it is the case of East Timor.

In relation to teaching, Richardson (2010, p. 32) argues that “In a truly aligned system, four things connect in an integrated way: what you teach, how you test it, what’s the best curriculum to achieve that, and what are the best methods to teach it”. In turn, Smyth et al. (2011) explains the three broad stages within the continuum: first, enhance: introducing simple and effective ways to actively support students and increase their activity and self-responsibility. Second, extend: further activities that facilitate key aspects of students' individual and collaborative learning and assessment through increasing their choice and control. Third, empower: developed levels of engagement that require higher order individual and collaborative learning

that reflect how knowledge is created and used in professional environment. Moreover, “getting knowledge of subject early stages of teaching as students are required to fit themselves into teaching syllabus contents with which they may not be another part of the range of practical knowledge which underpins the development and operation of instruction strategies” (Tickle, 1987, p. 54-55). Talking about the complexity of teaching, Hargreaves (1998, p. 835) argues that “A good teaching is charge with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are no just well oiled machines. They are emotional, passionate, beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy”. In a similar vein, Day (1999, p. 4) highlights the ongoing and complex nature of teacher professional development

“Professional development consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as changes agent to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning, and practice with children, young people and colleagues through each phase of their teaching lives”.

In this regard, Flores (2004a, p. 76) stresses that “Looking at the new way in which new teachers learn and develop professionally will also contribute to providing effective induction programs and meaningful continuing professional development opportunities within the view of school learning communities”. Ross and Kyle (1987, p. 41) give some ideas about flexibility in teaching; “The limits on the appropriate use of teacher effectiveness research must be understood by prospective teachers... the most important teacher behavior is the flexibility and judgment necessary to select the appropriate strategy for the particular goal and students involve”. This means that teachers should be encouraged to become researchers in their own classroom, carrying out inquiry about student learning and their conditions and practices which most effectively support it. Secondly, there must be institutional conditions which enable them to share the result of their inquiry with their colleagues in an ongoing attempt to create a better

curriculum guided by collaboratively determined goals (Well, 1989, p. 15). Russell and Mumbi (1993, p.9) explain that “Teachers’ constructions of their professional roles can be said to include models of pupils, of subject matter, of how learning takes place, and of how lessons are conducted”, while Hargreaves and Fullan (1996, p. 64) express that

“a way of helping teachers is to improve the condition under which they work. This would include their teaching load, giving them more time for planning, fewer students, more aides, and so forth. A special category of this form of help, one that has become prominent of late, includes efforts to increase teachers’ power and authority in matters such as choosing textbooks, scheduling classes, establishing the curriculum, overseeing their own evaluation procedures and so on”.

1.7. Various countries’ systems of teacher education: what can we learn from them?

There are various educational systems of different countries around the world in teacher education. As Al Barwani, Flores, Imig, and Imig (2019, p 4) state, “There is a surge of models for the preparation of teachers – many extending programs from a few semesters or years to multiple semesters and more academic years. At the same time, there is a counter movement of truncating preparation into a single year or even a few months.” The same authors assert that

“A shift continues moving teacher preparation from training colleges to universities while at the same time in some contexts there is the debate of whether universities can really prepare teachers. New preparation programs are emerging at a number of new for-profit and independent graduate schools while there is the push for academies disassociated from universities and unconstrained by traditional faculty requirements and practices. There is a return to more training at school sites yet there is a press for deeper learning of content knowledge on the part of teacher candidates. There is an increasing reliance on distance learning and course sharing but there are also calls for expanded clinical experiences and active apprenticeships with seasoned or master or accomplished teachers (p. 4)”.

This sub-topic focuses on several countries which present quality in teacher education or whose teacher education has experienced a great deal of change. The countries that are going to be discussed here are Finland, Singapore, United Kingdom, Hong Kong, Australia, Portugal and United States of America.

1.7.1. Finland and Singapore: two successful teacher education systems

Finland is a country that is recognized as one of the world's most literate societies. In terms of education, Finnish education is an integral part of the culture that cannot be separated. Under this condition, the educational system is divided into five categories: First, kindergarten - teachers work in the kindergarten classroom and are also licensed to teach pre-school class. Second, primary school teachers - they teach in grade 1 to 6 unified nine-year basic schools. They normally are assigned to one grade and teach several subjects. Third, subject teachers – they teach specific subjects in upper grades of basic school (typically grades 7 to 9) and in general upper secondary school, including also vocational schools. Subject teachers may be specialized to teach 1 to 3 subjects, e.g. mathematics, physics, and chemistry. Fourth, special education teachers - working with individuals and groups of students with special needs in primary school and upper grades of basic schools. Fifth, vocational educational teachers: teach upper vocational secondary schools. They must possess at least three years of work experience in their own teaching field before they are admitted to a vocational teacher preparation program (Sahlberg, 2012).

The requirement for the educators in Finland is bachelor degree for the kindergarten. The public and vocational secondary schools teachers are master degree. For the university the level required is Ph.D (Sahlberg, 2012). Meanwhile, in Singapore, “all the student teachers will specialize in the methodology for teaching at either the primary school level, secondary school level or junior college level” in National Institute of Education (foundation program) in at least one subject” (Goodwin, 2012, p. 24). Then, in the teaching practice for Post Graduate Diploma in Education (PGDE), Goodwin (2012) adds that student teachers are given 10 weeks for independent teaching in two different grade levels either upper and lower primary or upper and lower secondary, in two or three subjects.

Talking about curriculum, in Finland, curriculum planning is the responsibility of schools and municipalities. Most of Finish schools today have their own curriculum that has been coordinated

with and approved by their local education authorities. This implies that teachers and school principals have key roles in curriculum design (Sahlberg, 2012).

In Singapore, the National Institution of Education (NIE) for student teachers focuses on (1) the overall philosophy that underlines teacher preparation in Singapore; (2) the main curricular components common to all programs or pathways; (3) the student teaching experience in general. In research carried out in Finland, Lassila, Jokikokko, Uitto, and Estola (2017) investigated student teachers' experiences in becoming a teacher within the context of a research-based teacher education program with a particular focus on the emotional and reflective dimensions. Their findings suggest that student teachers understand their work as more rationally oriented, even when are given scope and encouragement to explore its emotional dimension. The authors explore the potential of peer groups in supporting reflection along with other strategies such as reading, writing and storytelling. They also highlight that the strong emphasis on rational reflection in research-based teacher education may overlook emotional issues as a natural part of the process of learning, teaching and being a teacher.

In Singapore, the Initial Teacher Preparation (ITP) focused on values, skills and knowledge (VSK). ITP programs in terms of curriculum components include: Educational Studies, Academic Studies or Subject Knowledge, Curriculum Studies, and Practicum. Language Enhancement and Academic Discourse Skills (LEADS) are also compulsory for all students. In four courses students learn about human development and learning theory, teaching diverse learners and creating positive learning environment, and the use of Information and Communication Technologies (ICT). In terms of instruction and pedagogy, skills, tools, and cyber well-being as an example of the Teach Less, Learn More (TLLM) focus on educating the whole child of and for the 21st Century (Goodwin, 2012).

Related to professional study or teacher education standards, Singaporean educational standards according to TIMSS (Trends in Mathematics and Science Study) data not only do they outperform their peers in scores of countries around the world, including the U.S., they consistently perform at or near the top. For example, in 2007 and 2003, fourth graders in Singapore were second and first respectively on the mathematics assessments, and achieved first place in both years (Goodwin, 2012).

Furthermore, teaching practicum in Singapore aims to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional context and at different levels, under the guidance and supervision of cooperating teachers and university lectures. They

develop planning and delivery skills, followed by classroom management and evaluation skills (...) explore other aspects of a teacher's life besides classroom teaching, (Goodwin, 2012). Thus, "the raising standards at a time of teacher shortage in an interesting one, explained in part by studying the success of high performing school system in Singapore, South Korea, Hong Kong and Finland, where entry to teaching is highly selective" (MacBeath, 2012, p. 71).

1.7.2. The Netherlands: diversity and dual system

In the Netherlands, most of Dutch teacher educators either have a background as teachers themselves, have background in educational research, or both. Some continue to do some educational research while teaching in teacher education, but many are primarily responsible for teaching future teachers, and not conducting research in education (Hammerness, Tartwijk, & Snoek, 2012). In the Netherlands, students are provided with knowledge base and skills they need through course modules focusing on educational and disciplinary theory and on skills. During the four-year curriculum at the Amsterdam School of Education, students are prompted to take responsibility for their personal learning process through activities and assignments that require reflection that needs to be documented in their portfolio, and by increasing the complexity of and responsibility for their clinical work: "The teacher education programs focus both on the acquisition of the knowledge and skills of the discipline to be taught, and on the acquisition of the general and specific knowledge or skills of the teaching profession" (Hammerness, Tartwijk, & Snoek, 2012, p. 59).

In the Netherlands, a quarter of curriculum is dedicated to what the faculty has termed professional study, which includes: Classroom management, methods of assessment, teaching multicultural classroom (Hammerness, Tartwijk, & Snoek, 2012). The teacher education program prepares the students for teaching in primary education, vocational education and secondary education, except for the higher classes of higher general secondary education and pre-university education. These programs are aimed at students who already hold master's in the discipline related to the content, and focus on methods of teaching subject, and general pedagogy. The graduates of these programs receive a first level teaching qualification, which allow them to teach in all classes of secondary and vocational education. The research universities provide a teacher education program lasting one year preparing students for teaching in the higher classes of

higher general secondary education and pre-university education (Hammerness, Tartwijk, & Snoek, 2012).

In a more recent paper, Snoek, Bekebrede, Hanna, Creton, and Edzes (2017) described an initiative – graduation research - in the context of a primary teacher education program aimed at articulating the personal level - where student teachers show their individual competence in regard to research skills and inquiring attitude - and the collaborative level – focusing on the contribution of the graduation research project at school. While the authors recognize that issues such as ownership, meaning and dialogue were important, they acknowledge that embracing such an initiative is more than a matter of redesigning the ITE curriculum or a part of it. They conclude that moving beyond the individual level to encompass the collaborative level implies the consideration of new perspectives and new ways of looking at all actors, particularly the visibility of the student teachers within the school, taking the initiative and continually reflecting on their role and the position they choose to play in the school context. Within the framework of research-based teacher education, Snoek et al (2017) argue for the need to move beyond the individual level and to consider graduation research as a contribution for improving school practice as a collective endeavor.

1.7.3. The case of Hong-Kong

In addition, Hong Kong educational systems is as follows: First, Bachelor of Education (four years at present, moving to five in 2012; mainly primary). Second, double degree: a combination of a Bachelor's degree in a subject and a Bachelor's degree in education (hence 'double degree') taken concurrently. One degree focuses on the chosen major for example, English, while the other focuses on teacher education, for example in teaching of English. Third, Diploma in Education, which is taken concurrently over two years with the final year of a bachelor's degree, split into two years. (Four years in total at present, moving to five in 2012: leading to a Bachelor's degree with a teaching qualification). Fourth, full-time Postgraduate Diploma in Education for graduates (one year) PGDE: Focused on teacher education (Draper, 2012).

The new curriculum has brought an emphasis on the whole person education with its wider set of educational outcomes. This means that pastoral and associated counseling roles may become as central to the knowledge role and commitments of teachers in Hong Kong as subject and pedagogical expertise. Teachers had reported they spent considerable time talking with students

and parents about students' difficulties, in the light of concerns about low grades closing off future opportunities, and this had been reflected in research on parental and students' expectation of teachers (Cheng, Tam, & Tsui, 2002).

In Hong Kong, the roles of teacher education are social and autonomous individual; facilitator of learning; educational innovator; professional educator (Draper, 2012). Students must receive satisfactory support from their placement schools to see the learning outcome from the teaching practice: First, they need to demonstrate competence in the core teaching skills. Second, they need to integrate and apply pedagogical content knowledge in practice. Third, they need to apply concepts of reflective practice to real classroom situation. Fourth, they need to develop appropriate attitudes and values of a qualified teacher (Chinese University of Hong Kong, 2008). Draper adds that "Hong Kong educational principle Learning for life, learning through life emphasizes quality of education and the important of lifelong learning to support the development of Hong Kong people to the fullest and to sustain international competitiveness in a fast-changing globalized world" (Draper, 2012, p. 83).

1.7.4. Australia: a diversity of pathways

In Australia, teachers are prepared for teaching through multiple study pathways in university setting including: (1) four-year undergraduate Bachelor of Education degree; (2) four-year double degree comprising a degree in the subject discipline area and a degree in education; and (3) one-year Graduate Diploma in Education program after an initial three-year Bachelor's degree in the subject area. In addition, two-year graduate level Master of Teaching after Bachelor's degree in the discipline area have become popular pathways into teaching in recent years. Four-year undergraduate Bachelor of Education degrees are often the preferred pathways for school leavers preparing to teach primary (elementary) years, while the graduate entry or 'end on' programs are often the preferred pathways for those preparing to teach in secondary schools (Mayer, Pecheone, & Merino, 2012).

Teacher education is offered in the schools or Faculty of Education in 34 of the public universities across the country. Teacher education programs usually comprise professional studies, curriculum studies and professional experiences or practicum. The four-year undergraduate courses also include discipline study in relevant teaching areas. Primary teachers teach a range of subjects in primary schools including mathematics, English, arts, science, humanities, health

and physical education, technology, and teaching languages other than English. All pre-service primary teachers are prepared to teach across these subjects, while secondary pre-service teachers usually prepare to teach two subjects areas. (Mayer, Pecheone, & Merino, 2012). Moreover, in Australia, the three most common means of collecting evidence on the quality of teaching are: (1) observation protocols that include evaluation scales developed by teacher educators, linked to professional standards for beginning teaching; (2) portfolios documenting pre-service teachers' professional knowledge and reflection on their professional practice; and (3) teacher and/or student work samples.

The strength of these university-based approaches to pre-service teacher assessment is that they are primarily designed to be used in formative ways to support teaching and learning, and attempt to provide information about specific strengths and weaknesses in pre-service teachers' professional practice (Mayer, Pecheone, & Merino, 2012). Furthermore, to improve the quality of education Mayer, Pecheone, and Merino (2012) provide several ideas in Improving Teacher Quality National Partnership (TQNP) program: (1) attracting the best graduates to teaching through additional pathways; (2) improving the quality of teacher education; (3) developing national standards and teacher registration; (4) improving retention by rewarding quality teachers and school leaders.

1.7.5. USA: multiple providers and pathways

In the USA there is a wide variety of teacher education curriculum and providers. Darling-Hammond (2012) describes the four-year for undergraduate programs leading to Bachelor's degree in education. The post graduate program is two-year of Master of Art in teaching or Educational Masters (EdM.), (Darling-Hammond, 2012). In the USA there are also various methods to improve the quality of the teaching candidate. One of the programs for improving the student teachers skills in the USA is TEACH-NOW. Feistritzer and Gollnick (2019, p. 216) stress that for the program teacher preparation and certification is as follows: i) Based on solid research about what every teacher needs to know and able to do to become an effective teacher; ii) Designed to ensure that teachers who complete the program have the necessary knowledge and skills to be effective, fully certified teachers in any state for any state (or country); iii) Build on a technological platform that is adaptable to meet the standard and requirement of individual states and countries; iv) Candidate centered; v) Designed to promote and support interactive and

collaborative learning communities; and vi) Adaptable to changing external forces-technological advancements, learning strategies, changing roles of teachers and changing learning needs of students.

1.7.6. The Portuguese case and the model at the University of Minho

In Portugal, higher education institutions have faced a number of changes as a result of the Bologna process. These include the organization of a three-cycle structure (*Licenciado*, Master and PhD), the construction of curricula based upon a credit system, student mobility and his/her centrality in his/her process of learning, amongst other features (see Decree-Law 42/2005, 22nd February and Decree-Law 74/2006, 24th March).

All this had implications, of course, for the process of restructuring the curriculum and organization of Initial Teacher Education (ITE). Overall, ITE includes a first degree (first cycle) characterising by a broad training in Basic Education plus a Master degree (second cycle) for pre-school teachers and primary school teachers. For subject matter teachers, it also includes a three-year first degree in a given field of knowledge (e.g. Maths, Biology, etc.) (First cycle) plus a two-year Master degree (second cycle). Overall, the new requirements for becoming a teacher point to the valorisation of the subject knowledge, an approach to teaching based upon research, teaching practice, and the mastery of the Portuguese language both oral and written as a common feature for all student teacher candidates (Flores, Vieira, Silva, & Almeida, 2016)..

The post-Bologna context implied, therefore, a new configuration for all initial teacher education programs within the context of a higher qualification for teaching (Master's level) which presented both new and old challenges and problems, namely the link between theory and practice and the fragmentation of the curriculum components of ITE (see, Flores, 2011; Flores, Vieira, & Ferreira, 2014; Flores, Vieira, Silva, & Almeida, 2016; Vieira, Flores, Silva, & Almeida, 2019). The legal framework currently in place includes five curricular components: subject knowledge, general education, specific didactics, initiation to professional practice, and ethical, social and cultural education (Decree-Law No. 79/2014).

In general, there is an emphasis on subject knowledge, on didactics and on the professional practice even though, paradoxically, student teachers spend less time in schools within the context of a 2-year Master degree in Teaching. This is due to the fact that this new configuration resulted in a reduced time and space for practicum, with implications for the pedagogical

activities that student teachers are able to develop. One of the major challenges within the new legal framework for ITE was to 'design a model for the practicum within a tradition of practicum without any model' (Vieira et al., 2013, p. 2642), namely in regard to the lack of definition of the role of supervisors, the nature and goals of practicum strategies in terms of training and supervision, as far as observation was concerned, lack of connection between theory and practice and between research, training and teaching, lack of stability of university-school partnerships and lack of dialogue and inability to promote educational change (Flores, Vieira, & Ferreira, 2014).

Studies focusing on the new model suggest positive outcomes of the model as well as problems related to a poor articulation between practicum seminars and pedagogical practice, lack of time and conditions for project design and development, and also tensions regarding the teaching-research nexus (Flores et al., 2016; Vieira et al., 2013; Vieira et al., 2019). Vieira et al. (2019), on a recent publication focusing on the how the Bologna reform in pre-service teacher education in Portugal has instigated change at the curricular level, and how the process of change has been managed by teacher educators in one Portuguese institution, concluded that the major innovation regarding practice-related learning is the new practicum model, where a transformative view of teacher development is assumed and an inquiry-based approach to teaching is proposed. The same authors argue that the model of teacher education adopted at the University of Minho promotes reflective teaching towards learner-centeredness, along with the development of professional knowledge and classroom research skills. However, they highlight that the model runs counter to previous teacher education rationales, raising uncertainties and tensions regarding the balance between university and schoolwork, supervisory roles, the nature of inquiry, and the promotion of innovation in schools.

1.8. The international context: lessons learned

Darling-Hammond (2006) identified several key features for teacher education: (1) a common, clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning experiences; (2) well-defined standards of professional and performance that are used to guide and evaluate course work and clinical work; (3) core curriculum, taught in the context of practice, grounded in knowledge of child and adolescent development and learning, an understanding of social and cultural contexts, curriculum, assessment, and subject

matter pedagogy; (4) extended clinical experience—at least 30 weeks of supervised practicum and student teaching opportunities in each program; (5) extensive use of case methods, teacher research, performance assessment and portfolio evaluation that apply learning to real problem of practice; (6) explicit strategies to help confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves; (7) strong relationship, common knowledge, and share beliefs among schools and university based faculty jointly engaged in transforming teaching, schooling, and teacher education (Darling-Hammond, 2006).

In a recent review, Craig (2016) argued that the structure of education is not only shaped by history, culture and economics, but also increasingly dictated by politics. Also, a look at the curriculum plans of ITE internationally illustrates a diversity of ways of including research into teacher education programs as well as ways of integrating it into practice and course work (Flores, 2016). More recently, issues such as the formation of teacher identity in ITE and the role of research in connecting theory and practice and curriculum integration in ITE have been discussed (Flores, 2016; Flores, Vieira, Silva, & Almeida 2016). The theory-practice divide is well documented in international literature (e.g. Van Nuland, 2011; Flores, 2016) and it has been identified as the perennial problem in ITE (Korthagen, 2010).

In a recent paper, Darling-Hammond (2017) examines teacher education in international contexts which have well-developed systems for teacher education, namely Australia, Canada, Finland, and Singapore. She emphasizes the importance of cross-country analyses in order to examine how ideas work in practice at the system level but also to identify the strategies used as well as their outcomes. She concludes that, although the systems of Finland, Canada, Australia, and Singapore differ in significant ways, what they have in common is that they are just that—*systems* for teacher and leader development. Darling-Hammond suggests the multiple, coherent and complementary components of these systems in terms of recruiting, developing, and retaining teachers in schools and she identifies a set of leading practices that might be considered as ‘promising strategies’ for improving teaching and teacher learning, namely: i) recruiting highly able candidates into high-quality programs; ii) connecting theory and practice through the design of thoughtful coursework and the integration of high-quality clinical work in contexts in which good practice is nurtured; iii) using professional teaching standards to focus attention on the learning and evaluation of critical knowledge, skills, and dispositions; iv) creating teacher

performance assessments, based on professional standards, that connect student learning to classroom teaching.

In turn, Sancho-Gil, Sánchez-Valero, and Domingo-Coscollola (2017) argue that the reform in ITE in Spain aimed at professionalizing teachers and at moving beyond the view of initial preparation as a 'vocational training' as it was transferred to universities. They stress that ITE has shifted from a rather traditional, craft-oriented and ideological model towards a more academic and professional one. However, the existence of a prescribed curriculum and a subject-centered and fragmented-based notion of knowledge make it difficult for student teachers to anticipate and be prepared for the complexity of the teaching profession. They also emphasize the dominant teacher-centered teaching methods and the distance between teaching and learning experiences at the university and in schools.

Similarly, Marcondes, Leite, and Ramos (2017) state that there is a concern in policy documents in regard to the articulation between theory and practice, research and reflection in the Brazilian context. They draw attention to the creation of the Government Grant Program for Initial Teacher Education, in 2009, aimed at fostering and valuing the teaching career, and to improve the process of teacher education in all regions of Brazil, especially in public education. In particular, the program was designed to strengthen teacher education in connection with basic education schools, to encourage schools in order to stimulate their teachers to act as co-educators (supervisors) in ITE, and to integrate theory and practice in ITE. They also point out that the program has provided the opportunity for many student teachers to experience teaching in real schools from the very beginning of their teacher education programs.

Also, in Russia there have been improvements in recent years. Valeeva and Gafurov (2017) examined the changes and challenges of the political, socio-economic and cultural life of Russia in recent decades as it has moved towards different model, structure and curriculum of ITE. A competency-based approach has been introduced. The authors look at the ways in which the research dimension is integrated in initial teacher education programs, as well as new approaches and strategies to link theory and practice in ITE.

Menter, Valeeva, and Kalimulling (2017) explain that the process of teacher education development occurred through three stages: First stage is in the post Soviet period that from year 1991-1998. This period only solve the local problems institution of teacher education related to the pedagogical college and economic condition, pedagogical institute, which independently adapted to new socioeconomic condition. The second stage was from 1999-2002, concentrating

on the development of the teacher education system as a whole, which was a continuation of the development of teacher education for the period of 2001-2010 programs. Then, the third stage was from 2003-2004. This stage was to reflect the development and implementation of the teacher education modernization program approved by Russian Ministry of Education. The direction of development of teacher education is concerning with the theory and practice include: Development of a system for monitoring and forecasting the needs of Russian regions in pedagogical personnel; improving the structure and content of teacher education; informatization of teacher education; raising the qualification of the teaching staff of the teacher training universities in the field of modernization of the general education school; scientific and methodological support of the modernization of teacher education.

Ludlow, Pedulla, Enterline, Loftus, Kafka, Fernandez, Mitescu, and Gilligan (2007, p.3) state, "The transformation of teacher education into an enterprise that is grounded in research revolves around continuous assessment of learning is based on the premise that making decisions driven by evidence is nothing short of a culture shift in the field of teacher education".

In addition, Flores (2017) argues that issues such as coherence and integration of various elements of ITE curriculum, the combination of teaching, research and researching teaching, the role of theory and practice in professional learning both in university and school settings are but few examples of the possibilities for rethinking both the curriculum and the pedagogy of teacher education. She adds that a more explicit and coherent connection between practice, theory and research is needed if ITE is to be seen as a space of transformation. In a recent paper, Flores (2018) identifies the link between theory, practice and research in ITE as a widely discussed element in international literature. She argues that more needs to be done in regard to the examination of concrete examples to foster research and teaching practice in existing teacher education programs.

Similarly, La Velle and Flores (2018) review the literature on the use of evidence-based knowledge in the initial and continuing professional development of teachers and also in their everyday practice. They conclude that there is a diverse range of understanding of teacher knowledge, its generation, mobilization and utilization, and that, in action, their iterative nature is dependent on an equally wide range of personal, structural, political and social variables.

As Flores (2018, P. 633) stresses, a redefinition of university and school roles with a growing emphasis on strong, coherent and supportive partnerships "is clearly at the heart of challenging the binary of theory and practice through the combination of teaching and research, researching

teaching and teaching research”. It implies, therefore, moving beyond a view of teaching practice as a process of adaptation or of application of theory (Flores, 2016). For this to happen, besides the research dimension of teaching, it is crucial to include and develop the ethical, social, cultural and political elements in order to promote ITE (and teaching) as a space of transformation (Flores, 2016, 2018).

In Scotland, Livingston and Shiach (2019) discuss the development and implementation of a new partnership model of teacher education. The model involved the joint development of a new approach to teacher education that included initial teacher education, the induction year for newly qualified teachers and career-long professional learning. Teacher educators, head teachers, teachers, student teachers, local authority officers and other key stakeholders were engaged in the development of the new teacher education program from the outset of the initiative. The aim was to build strong, trusting relationships and achieve deep-level partnerships. The authors emphasised that such a model required changing established hierarchies and positions of power in order to realise the underlying principles of the new model – collaboration, co-creation and shared responsibility for teacher education.

Finally, improving the teacher’s professional skills in teaching means improving the quality of education and when achieving the quality of education it may improve the quality of life of the community and the country. Thus, Al Barwani, Flores, Imig, and Scott (2019, p. 3) stress that “Seemingly, there is worldwide recognition that teachers have to be better prepared and better supported in classroom to enable countries to reach their socioeconomic and civic goals. The twin needs of more teachers and more accomplished teaching at a time of competing priorities demand new forms of leadership for the teacher education community”.

Chapter II

East Timor: culture, curriculum and recent history

This chapter focuses on East Timor as a new country that has been working hard to establish its own national identity through education in this era of globalization. Previously, East Timor applied foreign educational systems because of a long period in the period of colonization. After the independence, this country needs to develop an educational system that is linked with economy, culture, ideology and politics. This chapter addresses the curriculum change from transitional curriculum, Minimum Curriculum Content and European Credit Transfer System curriculum for the last years after the independence.

2.1. Language, identity and culture: implications for curriculum and teacher education

Thinking about the curriculum as a cultural or identity formation for the new country like East Timor is not an easy task. As the newest country in the new millennium, East Timor started its development from zero. The development begun from zero because when the East Timorese voted for independence, in a referendum in 1999 that was offered by the Indonesian government according to two options: Autonomy within Indonesia or independence. So, when the majority of East Timorese voted for independence and the East Timorese militia pro-autonomy backed by the Indonesian army most of the construction around East Timor was destroyed. Under this condition, the East Timorese have to start the development in every aspect. As Lawton (1986, p.2) expresses, "A prior commitment to education as process of transmitting culture from one generation to the next that consist of several stages of cultural systems: Socio-political system; an economic system; a communication system; rationality system; a morality system; a belief system and an aesthetic system".

In January 1999, Suharto's successor, Bucharuddin Jusuf (B.J.) Habibie, in an effort to appease the East Timorese and international community suggested that a vote would be held on autonomy with in Indonesia or independence from Indonesia. Details of this referendum were set forward in the May 5 Agreement, signed by Indonesia, Portugal, and the United Nations¹.

In relation to culture, East Timor is a multi-race and cultural country. The races of East Timor consist of Timorese indigenous, Chinese, the mix of African Timorese, Chinese Timorese, Portuguese Timorese, and Indonesian Timorese. Moreover, in regard to the culture East Timor consists of multi-cultural and multi-lingual society. In East Timor, there are 13 districts. In each

¹ See (<https://www.cartercenter.org>)

of these 13 districts, people have their own unique cultures that are different from one another and different languages. Generally, East Timor has about 16 local languages and 36 dialects and 3 international languages namely Portuguese, English and Indonesia. This condition sometimes causes a communicative break down in daily communication among people. In one aspect, living in a country that consists of multi-cultural and multi-language context such as East Timor, sometimes make people proud to be the Timorese but in other aspects sometimes some Timorese think that these cultures or these languages are the best. Some other Timorese thought differently. In a real example, in 2000 there were different opinions between older and younger generations about the language that should be used as the official language in East Timor. Many young people were choosing English to be the official language, while most of the older generations were choosing Portuguese. The reasons of young generation were that English is the most used in the world and also because many of the Timor's neighbor countries are using English as official language. In addition, by using English, it will be easy for the Timorese to establish relationships both economically and politically. Beyer and Liston (1996, p.16) state that:

“How students who were “different” (racially, ethnically, socially, culturally, linguistically) could be acculturated so as to promote social and economic stability. Like a well-oiled peace of machinery, the social order needed to proper lubricant to protect its component parts from the damages of friction sot that it could perfume effectively”.

The old generation came with the reasons that Portuguese language was used during the struggle for the independence. Another reason was that Portuguese is the legacy that is suitable for enriching Tetum (The Timorese Franca) because most the vocabulary of the foreign languages adopted to Tetum are from Portuguese. In fact, the Portuguese language is a heritage from Portugal, because historically when the first of the foreign languages to be learned by the Timorese in school was Portuguese. In addition, Portuguese was the only colonized language that was protected by the Catholic Church during the Indonesia occupation and for more the 400 years of Portuguese government rule in East Timor. Then, Portuguese educational system was well known to Timorese and it had good quality. Rocoma (2014, s. p) states that,

“Forcing the people to speak a language inspired by either the Portuguese or Indonesian former colonizers is not easy. For the older East Timorese, the Indonesian language is highly associated with the reign of Suharto and it has a bad connotation. However, for the younger generation, learning Portuguese is not a good idea. It seems too “foreign” for them and the language is seen as a “colonial language.” There are some East Timorese though who are more comfortable with Portuguese. They are those who have become intertwined with Portuguese culture. Some locals have even married Portuguese people during their stay in the country. Therefore, when the Indonesian language was introduced, they were highly resistant”.

Thinking about the development of Tetum as official language in schools and public services, it can be a barrier to East Timor because structurally and grammatically Tetum is not yet well developed. To develop this language is not an easy thing; it takes time and resources. In addition, after the development of this language, geographically, it is only used in Timor. Then, the Indonesian language is seen as a language of threat. The reason is that Indonesia is a big country closest to East Timor, so if the Indonesian language is to be the official language, Indonesia may think about the recapture of this country. Having different ideas eventually came to an agreement that the Portuguese and Tetum are the official languages of East Timor. Then, the Portuguese became the language of instruction in schools and public administration and English as working language and as a compulsory foreign language taught in schools. Finally, the Indonesian language is used as a transition language in schools and also one foreign language that required to be learned because of the closest country. So, East Timor includes four national languages. Portuguese was chosen as an official language even though most people do not speak it. There was some debate over which language would be official: Tetum, the local Timorese language, Portuguese, Bahasa Indonesian, or even English. Many older East Timorese speak Portuguese but it is tainted by its association with colonialism and is not spoken by many young people. Only about 10 percent of the population speaks it.²

² Retrieved from http://factsanddetails.com/southeast-asia/East_Timor/sub5_10f/entry-3594.html

Thinking of national curriculum it is important to develop the Timorese national identity. However, a the newest country in the new millennium like East Timor needs to establish its own national curriculum that adjusts with the international curriculum standardization related to the demand of the modernization of science and technology in this era of globalization. Goodson (1994) links the recent emergence of national curricula in a number of countries with current economy and political considerations. On the one hand, a national curriculum may be presented as a blueprint for the development of the knowledge, skills and attitudes necessary for economic regeneration in a changed and increasingly competitive world, whilst, on the other hand, it can be seen as a reassertion of power and ideology of the nation state at a time when this is perceived as being under threat from the forces of globalization. Tate as cited in Ross (2000, p. 11) argues that

“A national curriculum (...) plays a key part in helping society maintain its identity, then it is possible for those who have views about what that social identity should be to set out to construct a curriculum that does not just reproduce the existing diversities, dichotomies and contradictions in society, but produces the new order that they seek”.

The formation of the national identity is sometimes a big challenge for the national education in East Timor to identify which identities are necessarily used to promote the national identity because in reality Timorese people were influenced by various countries national identities during and after the colonization. In the era of colonization most of the educational systems were used colonial systems that now become the national systems or cultures. Then, after the Timorese independence the colonial system is still used or adopted to be the national culture such as the language.

Beside that in the era of globalization many foreign cultures/systems are infiltrated to the national cultures/system to the daily life of the Timorese people. In this case, in East Timor, the Ministry of Education and Culture begun to promote national cultures for the Timorese people in general and especially at schools. In order to develop the national cultures/identity, it is necessary to involve various aspects in the community. In schools, the educators play an important role in educational curriculum systems including national identity because they are not only dealing with teaching or supervising students but also dealing with the implementation of curriculum on a daily basis. Hargreaves (1992, p ix) states that “we have to come to realize in recent years that the teachers are the ultimate key to educational change and school

improvement". Restructuring of schools, the composition of national and provincial curricula, and the development of benchmark assessment- all these things are of little value if they do not take the teachers into account. Teachers do not merely deliver the curriculum. They develop it, refine it and reinterpret it (Marcia, 1966, 1980). Young (1998, p. 22) adds that

"National Curriculum has to be interpreted by teachers to become a reality in schools and that it is in that process of interpretation that the scope and need for teachers' professional autonomy can be found. It is therefore more about interpreting than constructing the curriculum and about what it means to assert the importance of teachers interpreting National Curriculum guidelines".

The national curriculum is made for betterment and to meet the needs of students in particular and community in general so that government and the school personnel should work hand in hand to develop curriculum or knowledge for improving economic and cultural power of a country. Apple (1990, p. 64-5) expresses that "schools distribute what is perceived to be 'legitimate knowledge' - Knowledge that 'we all must have', school confers cultural legitimacy on the knowledge of specific groups. Knowledge for all is related to that group's power in the large political and economic arena. Power and culture, then, need to be seen as attributes of existing economy in relation in a society. They are dialectically interwoven so that economic power and control is interconnected with cultural power and control. This very sense of the connectedness between knowledge or cultural control and economic power again serves as the basis for our historical analysis here. Ortner (2006, p. 133) urges that culture constructs people as particular kinds of social actors. There is dynamic, powerful and sometimes transformative relationship between the practices of real people and the structures of society, culture and history. Achieving the construction of society, culture, economy and history in country, national curriculum is necessary:

"A coherent national program could only tackle the scale of the problem, and time was not on our side. I knew what I wanted in the package, and I knew I would have to drive it through my department (...) and steer a major piece of legislation through parliament and around all the obstacles which the vested education interest throw in its way" (Baker, 1993, p. 164).

In relation to the formation of national identity, East Timor has been struggling for it since the time of foreign colonization of Portuguese, Japan and Indonesia. Caffery, Coronado, Hodge, and Tayler-Leech (2014, p. 3) state that

“Some factors affecting the pilot arise from the recent political and linguistic history of East Timor. Until 1975 East Timor was a Portuguese overseas territory in which Portuguese was the language of the colonial power and local elites. In 1975 Indonesia invaded and annexed East Timor, imposing Indonesian as the official language and language of instruction, although in the 1990s the use of mother tongue was allowed in some primary schools. This situation remained until 1999 when the East Timorese voted to be independent from Indonesia. The withdrawal of the Indonesians led to massive destruction of educational infrastructure, including the burning of schools”.

After East Timor got its independence, the government has commitment to set up its own national system in developing the mother tongues and cultural values. One of the best ways to develop the mother tongues and cultural values are through the national education or curriculum. The importance of improving the national identity is struggled by every country, one example of which is Finland. As Sahlberg (2012, p. 4) states,

“Finland has struggled for its national identity, mother tongue, and its own values: first, during four centuries under the Kingdom of Sweden, then for more than a century as newly independent nation positioned between its former patrons and power of globalization. There is no doubt that this history has left a deep mark on Finns and the desire for personal development through education, reading, and self-improvement. It has become the cultural DNA in Finland”.

In the current situation, East Timor has developed significantly its own national identity through cultures and history. This can be seen through the promotion of local languages and histories inside and outside the country. Inside the country for example especially primary schools, students are taught in mother tongues from the kindergarten to fourth year of primary school.

The local languages that are dominantly used after Tetum is Mambae, Makasae, Bunak, Fataluku, and Baikenu. According to Caffery, Coronado, Hodge, and Tayler-Leech (2014, p. 2),

“Learners begin with a base in their first language (L1) to learn literacy and curriculum content. They are then taught new second (L2) and third languages (L3), using their knowledge of letters, vocabulary and cognitive concepts in their L1 to transfer their knowledge to the new languages”.

Moreover, for the university level the national language Tetum is as a compulsory subject to study. Meanwhile, outside the country, East Timor promotes the national identity through cultural show in international cultural exhibition.

2.2. Curriculum and social change

Curriculum plays a key role in social change as, first of all, the main actor in education should be more clearly to define what the goals of education are that could eventually bring social change. By that the curriculum can be made to suit the demands of social community. To realize the curriculum as a social construction, it can be done through many factors such as background history, unity and diversity, comparative study, economic and human resources and implementation of curriculum. It is important for curriculum makers to revisit the history, because it is as an important reference for curriculum development. Many experiences have showed that through history and the past documents that are available, the curriculum makers can see the weaknesses and strengths that have occurred in the past, in order to develop new curricula in accordance with the demands of society. The skills and concepts included are related to the nature of historical enquiry and are designed to help teachers to plan for the development of a broad range of skills throughout children’s exploration of the past (McGurk, 1999, p. 6).

Beside the curriculum history, it is important to think about the diversity in the community. Many countries including East Timor have now in this age population which consists of diverse cultures, languages, races and religions. Given these differences, on the one hand, it is a property that needs to be proud of. On the other hand, if it is not properly regulated, it can cause social unrest. Countries that can be made here as an example is Indonesia. This country

is one of the biggest archipelagos in the world that has a variety of tribes, cultures, religions, races and languages. With such differences, the Indonesian government made various approaches through educational institutions, in this case of curriculum, so that people can be aware of their national identity what is known in Indonesia as “Bhineka Tunggal Ika” (Unity and diversity). Then, in East Timor, the students are educated to understand the cultural difference in the community, allowing them to maintain a community that works for a common good (Banks, 1991).

Another factor of supporting for the development of curriculum for social change is the economic and human resources. In fact, nowadays, many countries are rich in natural resources but their economy is weak. Conversely, many countries have minimum and even no natural resources; however their economies are stable. Here, we can return to the role of education to develop a better curriculum which will eventually result in high quality of human resources, and so that the social change or goals can be achieved. Actually, economic resources may support healthy and environment and good facilities in the schools. Adams (1993, p. 20) states that “Environments that are healthy, safe, protective and gender-sensitive, provide adequate resources and facilities. Then, learners who are healthy, well-nourished and ready to participate learn and are supported in learning by their families and communities”. The promotion of social understanding is the complementary component of school-based social development related to social values, attitudes. Students may quickly learn to say what they believe is socially appropriate or acceptable (Elizabeth & Selman, 2012). Social development is instrumental to students’ academic achievement. In recent times, rigorous scientific studies have reported findings that show a positive relationship between the promotion of social skills in school and students’ academic achievement (Payton, 2008). The chart can be as follows:

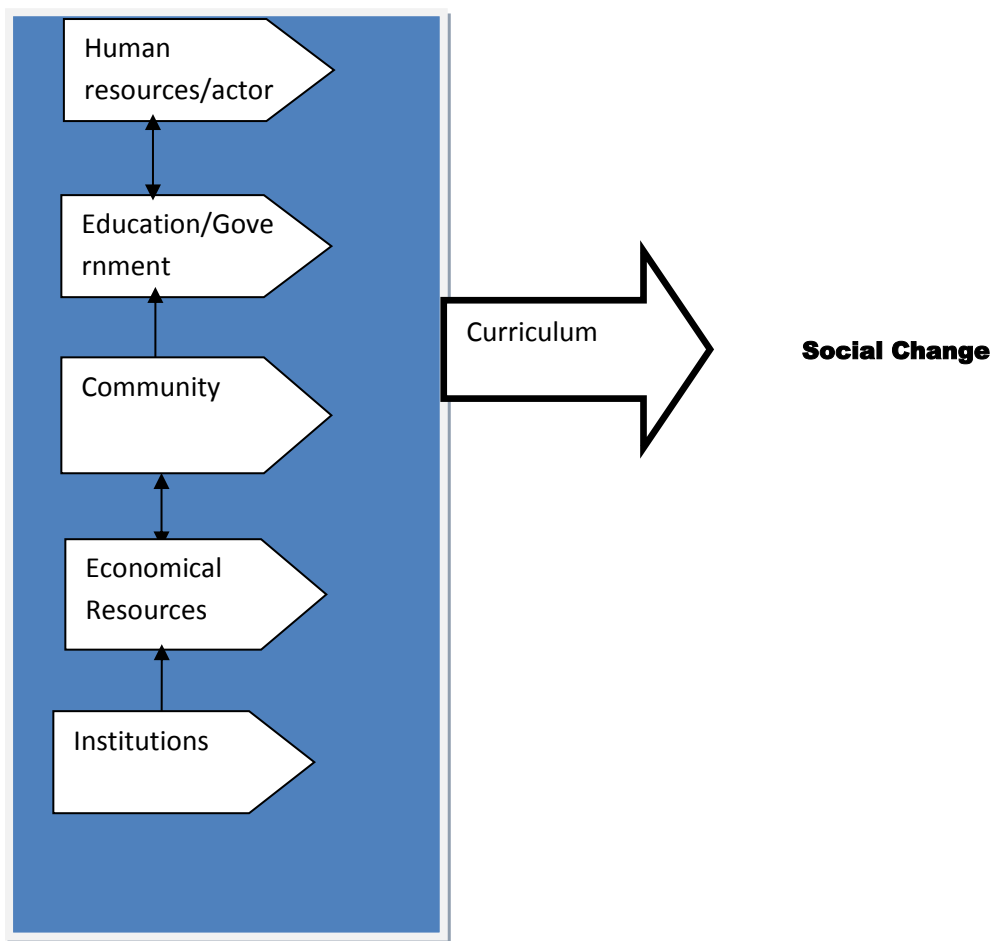


Figure 1. Curriculum as a key element in the process of change

In order to make change happen, the social change of the life of the Timorese people, government needs to establish a system of education that relates to the needs of community in the country. Besides that, it is also necessary to adjust with the condition of the globalization. Looking back at the year 2000, East Timor was under the transitional government the United Nations and it adopted the Indonesian curriculum to be the transitional curriculum that is used from primary to tertiary education.

In relation to the limitation of the resources available, the East Timorese government, since the year 2000 until the present, can only make efforts to establish one public university called “Universidade Nacional Timor Lorosa’e” (UNTL). Then, the government provided some budget to some private universities in the capital Dili. Fortunately, during the past decade of using the Indonesian curriculum thousands of the Timorese could gain their certificate of secondary school and bachelor degree. Statistically, most of the degree persons in the country are from UNTL.

Moreover, it can be said that most of graduate students got jobs. This can be seen from the majority of the public and private secondary school teachers who graduated from UNTL. Then, many more work in the government and private institutions. Furthermore, this university also supplies the qualified people for the international agencies such as UNMISSET (United Nations Mission of Support in East Timor), UNICEF (United Nations Children's Fund), WFP (World Food Program) and ILO (International Labor Organization).

Moreover, many students have continued their study overseas after graduating from UNTL such as Australia, New Zealand, Indonesia, Portugal, Malaysia, Philippines, Singapore, etc. This shows some positive outcomes for the changing of social life of the East Timorese community, which has significantly improved during a decade of independence. By looking at the changes, the government and the community can raise a question 'is the Indonesian curriculum enough to develop this country culturally, socially, philosophically?' Thinking about these three aspects certainly this condition reminds the East Timorese to think about their national identity as sovereign country. Under this condition, the East Timorese government has been establishing its own national curriculum which is taking the references from inside the country, and outside the country such as Australia, Indonesia, Portugal and Brazil to replace the transitional curriculum.

2.3. Curriculum and ideology

One thing that influences the curriculum system or educational system in East Timor is political ideology of curriculum. As the new country is very limited in human and economic resources, and the curriculum designers and stakeholders struggled to think of how to lead the national education in a right way. This condition is not easy for curriculum designers and stakeholders to decide what political ideology might be good for the national education. Certainly, this condition, both stakeholders and curriculum designers need a lot of references from inside and outside the country. From inside, the stakeholders need involvement of parts such as community, institutions, academic people. While from outside, the stakeholders and curriculum designers need to gain the references from countries that already succeeded in their national education. Getting the references of other countries is important, however, one thing that the curriculum actors need to think about is the local culture development and political and religious ideologies of the Timorese that exist at the moment.

In regard to culture, East Timor has various kinds of cultures and traditions that people very well appreciate. In terms of political ideology, Timor has various political, cultural, economic and religious ideologies. Looking at religious ideology, most of Timorese are catholic followers, followed by Protestant and Muslim. The population predominantly is identified as Roman Catholic (97%), though local animist tradition has persistent and strong influence on the culture. Religious minority are Muslims (1%), Protestant (1%) and other (1%)³. In whatever condition, the objective of national education is to prepare the people and specially, the young people of this nation for a better life. According to Cantoni, Chen, Yang, Yuchtman, and Zhang (2014, p. 5):

“We believe that high school students are at an age of rapid development and transformation of their own political ideology (...) The Politics textbook is the spiritual material that the country provides for the students. Writing the Politics textbook is an act at the state level, rather than an academic activity of the individual author. Although the high school Politics textbook teaches very basic knowledge, it possesses extremely strong political, policy-oriented, and scientific characteristics. With a large readership, it will influence an entire generation of young people”.

As a young country in this new millennium, the government especially the Ministry of Education had a program in the first five years to make the national curriculum supported by the curriculum specialists from Indonesia, Portugal, Brazil. The mix specialists intended to compose a unique curriculum that first related to the needs of Timorese and selecting some systems of curriculum based on the references from other countries that suit to the Timorese national curriculum development. The curriculum is developed based on the needs of the Timorese people, i.e., a curriculum should be related to condition of social, cultural, political and religious ideologies.

Historically, based on the experiences in the past, during the two periods of colonization, the curricula were always included in the culture and religion. In the Indonesian period, the government supported the Catholic Church to establish an institution of higher education for Religious Teacher Education for primary and secondary schools.

After the independence, because the government adopted the Indonesian curriculum and a transitional curriculum, religious teaching at school was implemented. However, the previous government of political party FRETILIN (Frente Revolucionária de Timor/Timorese Revolutionary

³ Retrieved from <http://www.nationsencyclopedia.com> on 16/06/2017

Front), led by DR. Mari Alkatiri, wanted to put religious teaching at school to be a facultative subject. The facultative subjects mean the religious subject is not a compulsory subject for the students but an optional subject. This condition led to tension between the church and government. Johnston, (2012, p. 43) asserts that “Alkatiri’s unpopularity, visible in the 2005 demonstrations, resulted in political tensions and riots throughout 2006, culminating in his resignation. Yet, in examining the tumultuous period, not only internal developments have to be taken into account”. After the FRETILIN government, the followed coalition government led by the Timorese charismatic leader Xanana Gusmão always went hand in hand with the Catholic Church to build East Timor. As a result, religious ideology is putting back to be taught at school. This means, religion subject is a compulsory subject at schools.

2.4.The change of the teacher education curriculum in the new country

A transitional curriculum was used when East Timor under the United Nations Transitional Administration (UNTAET) was in place from the 2000 to 2002. Then, on 20th May 2002, East Timor restored its independence. For the first five years, the transitional curriculum was still used, however after the five years East Timor started to make its own national decision on curriculum so that the Transitional Curriculum was changed gradually. Changing a curriculum system means changing the school’ systems. Then changing the school systems signifies change the society. In 2011, the National University is the first university to use the national curriculum that was called Minimum Curriculum Content. Then, after two years of implementation the stakeholders of the university changed this curriculum to ECTS curriculum, which was implemented in 2014. The content of the transitional curriculum is presented in the next table:

No	Code	Subjects	Credits
Basic General subjects			
1	BGS	Human rights	2
2	BGS	Ethics and Moral	2
3	BGS	Portuguese I – III	8
4	BGS	Philosophy	2
5	BGS	Cultural Appreciation	2
Specific Educational Subjects			
6	SES	Introduction to Education	2
7	SES	Psychology of Education	2
8	SES	Administration and supervision	2
9	SES	Teaching profession	2
10	SES	Guidance and counseling	2
Core subjects			
11	ENGL (English)	SMTA (Secondary school) Text Book	2
12	ENGL	Instructional Design	2

13	ENGL	Teaching and Learning Strategy	2
14	ENGL	Language Testing	2
15	ENGL	Classroom management	2
16	ENGL	Micro Teaching	4
17	ENGL	Field Practice Teaching	4
18	ENGL	Listening I- IV	10
19	ENGL	Speaking I – IV	8
20	ENGL	Reading I – IV	8
21	ENGL	Writing I – III	7
22	ENGL	Advanced Writing	4
23	ENGL	Pronunciation I - II	4
24	ENGL	Structure I – IV	8
25	ENGL	Vocabulary I – II	2
26	ENGL	TEFL I – II	4
27	ENGL	Computer I – II	2
28	ENGL	General Linguistics	4
29	ENGL	English Phonology	2
30	ENGL	English Morphology	2
31	ENGL	English Syntax	2
32	ENGL	Psycholinguistics	2
33	ENGL	Sociolinguistics	2
34	ENGL	Language Typology	2
35	ENGL	Applied Linguistics	2
36	ENGL	English Semantic	2
37	ENGL	Descriptive Linguistics	2
38	ENGL	Comparative Linguistics	2
39	ENGL	English Seminar	2
40	ENGL	Literature I – II	4
41	ENGL	Literature appreciation	2
42	ENGL	Translation I – II	4
43	ENGL	Teaching and Learning Process	2
44	ENGL	Speech	2
45	ENGL	Cross Cultural Understanding	2
46	ENGL	Research Methodology	4
47	ENGL	Statistic	2
48	ENGL	English for Specific Purpose	2
49	ENGL	Field/Community Service	4
50	ENGL	Thesis	6
		71 subjects	160

Table 1. The Transitional Curriculum System

This table present the 71 subjects in the Transitional Curriculum System for the undergraduate program lasting for four years. If these 71 subjects are divided into 8 semesters equal 8 subjects per semester. This signifies that every semester, if a student wants to finish his or her study within the four years, then he or she needs to program average 8 subjects per semester. Then if a student, for example, fails the exam of one or two subjects in a semester, he or she certainly will not complete his or her study in four years. These 71 subjects are divided into three parts: general subjects, specific educational subjects and core subjects.

Normally, general subjects in every department at the university are compulsory subjects. Then, every discipline/subject should be for one semester program, meaning that for example

Portuguese language might be just Portuguese course for one semester. However, one thing that causes students to spend more time on Portuguese language is that the students need to program Portuguese I to Portuguese III. This signifies that students need to spend one and half years to do Portuguese lessons. The students need to focus on their core subjects. Moreover, the specific educational subjects such as Introduction to Education, Psychology of Education, Administration and Supervision, teaching profession, guidance and counseling are regarded as important, on the reasons that the prospective teachers need to understand the phenomenon or the general characteristics of education.

Concerning the core subjects, there are 59 disciplines/subjects. The core subjects are divided into several parts: Language skills, language teaching methodology/skills, linguistics, literature, statistic and thesis writing/research methods. Language skills for speaking, listening, reading and writing; grammar, vocabulary, translation and pronunciation consist of 26 subjects and more 11 subjects for linguistics. Regarding the subjects, actually the English Department prepares English teachers for the schools. English Department is not a linguistic department. Normally, if it is not Linguistic Department, the subject should be only an introduction subject, so that the students can focus their study on the core subjects. Only the core subjects are already too many for the English Department students and there are a lot of additional linguistics subjects. In this case, sometimes, it confuses the educators and students in the final semester when the students started to write their thesis proposal.

The students are free to choose their research title for thesis writing in teaching, linguistics and literature. Many students as to do their research in linguistics and literature rather than pedagogy. As a consequence, they are not focusing on their core subjects of teaching. In relation to the subject program for each semester, the new semester students are given 8 subjects for each student. To the end semester, if a student gets average of all scores 2.0, this student can still program 8 subjects; however, if the student gets below 2.0, he or she is allowed to program less than 8 subjects/semester. Moreover, if a student gets 3.0 and above, this student is allowed to program maximum 12 subjects per semester. Then, if a student always gets 3.0 and above, he or she can finish his or her study on time within four years. On a daily basis of teaching and learning, there are no syllabi provided by the university and Ministry of Education, on the reason that this curriculum is only used as a transitional curriculum so that the detailed explanation or planning about what to be taught in each semester for each subject is depending on each

teacher to prepare his or her lesson plan for teaching based on what they think fulfill the school and students' requirements.

Regarding the profile of educators, it is a condition in the Transitional Curriculum because when East Timor were under the Transitional Government of United Nations there were lack of human resources, so the requirement for educators was not really tightly. The university only utilized the resources that were available at that time, for example when Timorese started to establish the university fewer resources were available. Only volunteer teachers were invited to help teaching at the university. In this case, most of the educators at that time held only under graduate or bachelor degree. The following table presents the minimum content curriculum:

No	Code	Subjects
	SEMESTER	I
1	UNTL 01	Portuguese Language
2	UNTL 02	Tetum Language
3	UNTL 03	Civic Education
4	FEAH 05	Administration and Supervision of Education
5	ENGL 03	English I
6	ENGL 05	Oriented Reading I
	SEMESTER	II
7	FEAH 02	Psychology of Education
8	FEAH 04	Counseling and Advising
9	ENGL 02	Introduction to Linguistics
10	ENGL 08	English II
11	ENGL 09	Oriented Reading II
12	ENGL 11	Critical View on Grammar
	SEMESTER	III
13	UNTL 07	Philosophy
14	FEAH 07	Sociology of Education
15	ENGL 01	Anthropology
16	ENGL 04	Reading and Textual Production
17	ENGL 06	Introduction to Historical Linguistics
18	ENGL 14	English III
	SEMESTER	IV
19	ENGL 07	History of Timorese Schooling and the pedagogical process
20	ENG 06	Study Linguistics I
21	FEAH 1	Teaching Pedagogy
22	ENG 17	English IV
23	ENG 18	Theory of Curriculum
24	ENG 10	Basic Politic of Education

SEMESTER		V
25	ENGL 20	English V
26	ENGL 12	TFEL I
27	ENGL 13	Study Linguistics II
28	ENGL 22	English Language Didactic
29	ENGL 25	English Literature I
30	ENGL 21	International Study I
SEMESTER		VI
31	ENGL 23	English VI
32	ENGL 16	Teaching English as a Foreign Language TEFL II
33	FEAH 08	Curricular Organization, Planning of Evaluation
34	ENGL 29	Literature II
35	ENGL 15	Literary Appreciation
36	ENGL26	International Study II
SEMESTER		VII
37	ENGL 28	English VII
38	ENGL 34	Research Methodology
39	ENGL 32	English Conversation I
40	ENGL 27	Micro Teaching
41	ENGL 35	Statistics
42	ENGL19	English Culture
SEMESTER		VIII
43	ENGL 30	Field Teaching Practice
44	ENGL 33	English Conversation II
45	ENGL 31	Thesis

Table 2. Minimum Curriculum Content (MCC)

The Minimum Curriculum Content (MCC) consists of 45 subjects. This indicates the change from 71 subjects in Transitional Curriculum to 45 subjects in MCC, meaning that 26 subjects have been removed. These 45 subjects put into 8 semesters average 6 subjects/semester, except 3 subjects for semester VIII. The number of the years of the study is still the same four years. It was only improved in credit hours for each subject. These 45 subjects are still divided into three parts, which are called Foundation Courses, Professional Courses, Specialization Courses. In the foundation course, the Portuguese language is included in only one semester. In the transitional curriculum there was no Tetun language, however, in the MCC, Tetun language appears in foundation courses. The foundation course Civic Education still remains. The rests is different.

Moreover, the professional courses such as Introduction to Education, Psychology of Education, Administration and supervision, teaching profession, guidance and counseling are still regarded as important for the prospective teachers to understand general knowledge of education. The core subjects, especially English skills, are totally different from the transitional curriculum. In MCC, there is no more speaking, listening, reading and writing, like in the Transitional Curriculum. What the students and educators have to face in teaching and learning is English One – English Seven. Moreover, there are also no more subjects like vocabulary, translation and pronunciation. In the new curriculum, the students need to learn English through integrated skills. This time MCC is clearer about the division or the leading point toward teacher education. All the subjects are more focused on language and teaching skills, if we compare to the Transitional Curriculum that was also more about linguistics. In this curriculum, linguistic is only seen as an introduction for the student teachers. Moreover, literature subjects are still important for the students. Close to the end of the semester, the students are guided to write their thesis related to the background of the study as prospective English teacher. In the new curriculum, students are not given 8 subjects but 6 subjects/semester. If a student gets average score 2.0 or 3.0 above, it is no more like in the Transitional Curriculum to get more subjects for the following semester; however, the student has to still program 6 subjects. Even so, he or she can finish his or her study on time within four years. In MCC, the government still could not provide the educators and learners with syllabi as a model for all public and private universities. It still depended on the educators to make their own syllabi for teaching, so there is no standardization for the educators. Mostly, the educators should be creative to find their references or resources for teaching.

Nº	Course Units	Codes	CR	CH
1	Portuguese Language 1	UN 01	4	108
2	Portuguese Language 2	UN 02	5	135
3	English Language 1	UN 03	4	108
4	English Language 2	UN 04	5	135
5	Tetun Language 1	UN 05	4	108
6	Tetun Language 2	UN 06	5	135
7	Basic Mathematics	UN 07	6	162
8	Civic Education, Ethic & Moral	UN 08	3	81
Total			36	972

Subjects	Code	CR	CH
Teaching Pedagogy	FEAH 01	4	108
Counselling & Orientation	FEAH 02	4	108
Sociology of Education	FEAH 03	4	108
Psychology of Education	FEAH 04	4	108
School Administration & Management	FEAH 05	4	108
Curriculum Study	FEAH 06	6	162
Teaching Practice I	FEAH 07	8	216
Teaching Practice II	FEAH 08	14	378
Total		48	1296

Table 3. Transitional Curriculum

Subjects	Code	CR	CH
1 Cultural Anthropology	ING 01	6	162
2 Introduction to Linguistics	ING 02	6	162
3 Critical View on Grammar	ING 03	6	162
4 Basic Literature	ING 04	6	162
5 English III	ING 05	5	135
6 English Culture	ING 06	5	135
7 Linguistic Study	ING 07	6	162
8 Teaching English as a Foreign Language I	ING 08	6	162
9 English IV	ING 09	5	135
10 Linguistic Study II	ING 10	6	135
11 Oriented Reading	ING 11	5	135
12 English V	ING 12	5	135
13 Teaching English as a Foreign Language II	ING 13	6	162
14 English for Specific Purposes	ING 14	2	54
15 English Literature	ING 15	5	135
16 Oriented Reading II	ING 16	6	162
17 English IV	ING 17	5	135
18 Conversation I	ING 18	6	162
19 English Language Dedactic	ING 19	5	162
20 Language Testing	ING 20	4	108
21 English Literature II	ING 21	5	135
22 Reading & Textual Production	ING 22	6	162
23 English VII	ING 23	5	135
24 Conversation II	ING 24	4	108
25 Literary Study	ING 25	4	108
26 Research Methodology	ING 26	5	135
27 Statistics	ING 27	4	108

28	Thesis	ING 28	16	432
	Total		156	4218

Table 4. European Credit Transfer System (Foundational Courses)

The general objective of this course is to train student teachers to work in Basic and Secondary schools in East Timor with these subjects that students will also be able to work collectively, using knowledge to solve problems related to education in East Timor and the world. The goal of the new curriculum is to provide the initial training of teachers for Basic and Secondary schools, taking into account the stocks related to Professional education. It also aims to train professionals who are able to perceive the contradictions existing in the educational practice, assuming the political, pedagogical and social commitment. In addition, it intends to train subject teachers and readers of themselves and their pedagogical practice, the students, the knowledge and the school, enabling the mastery of the knowledge of the discipline that will teach, in order to establish relations with related areas. The new curriculum also aims to create an opportunity for the professional development in teaching and articulating between teaching, research and extension and to develop aesthetic, political and ethical values in teacher education, contributing to an emancipatory education.

2.4.1. Credit hours

If we compare the duration of the course or school year for a student to obtain a Bachelor Degree of the three curricula: Transitional Curriculum, Minimum Curriculum Content and European Credit Transfer System are the same for four years. However, if we look at the credit/total hours needed to obtain the degree of the three curricula, there are differences. The Transitional Curriculum and Minimum Curriculum Content are the same of 160 credits/2400 hours/classes. Meanwhile, ECTS curriculum has improved a lot in credits. It has 240 Credits / 6480 hours / classes. In terms of the number of subjects: In the Transitional Curriculum, there were 71 subjects for a student to obtain a degree. There are some models of credit hours for each subject in ECTS based on the document of National University of East Timor (2014, p 2-3):

- 1 ECTS = 27 working hours

- 1 hour work = 1 hour and 21 minutes or 81 minutes
- 1 Semester = 30 ECTS with working hours totaling 810 hours per week.
- An academic year between 1500 and 1800 hours, it means, therefore, a Bachelor Degree in English Language Teaching, one academic year = 1,620 hours.

Based on the curricular workload of the ECTS model, the following workload for each Curricular Unit is defined:

- 16 ECTS = 14 hours of autonomous studies by the student on the monograph project, 6 hours of theoretical and practical classes and 1 hour of theoretical classes.
- 14 ECTS = 1 hour of theoretical class, 7 hours of theoretical and practical classes and 10 hours of autonomous studies.
- 8 ECTS = 1 hour of theoretical class, 3 hours and 48 minutes of theoretical and practical classes and 6 hours of autonomous work in group and / or individual by students.
- 6 ECTS = 2 hours of practical classes, 2 hours of theoretical and practical classes, 4 hours of autonomous work,
- 5 ECTS = 1 hour of practical class, 1 hour and 45 minutes of theoretical and practical classes, 4 hours of autonomous group or individual work by the students.
- 4 ECTS = 2 hours of theoretical classes, 1 hour and 45 minutes of theoretical and practical classes and 3 hours of work developed by the students
- 3 ECTS = 2 hours of theoretical and practical classes and 2 hours of autonomous studies of the students.

2.4.2 Foundation Courses

The general basic subjects are the compulsory subjects for all students in the Faculty of Education and university. The faculty itself consists of eight departments: English Department, Portuguese, Biology, Chemistry, Physics, Sports, Mathematics and Primary School Department. The university has several faculties: Faculty of Education, Faculty of Economy, Faculty of Agriculture, Faculty Health, Faculty of Political Science, and Faculty of Engineering. The general subjects in the old curriculum are Human Rights; Ethics and Moral; Portuguese Language; Philosophy of Education and Cultural Appreciation. In the new curriculum MCC and ECTS, the

subjects that still exist are Portuguese Language, Philosophy of Education and Cultural Appreciation. The new subjects that do not exist in the Transitional Curriculum are Civic Education and Tetum Language.

2.4.3. Professional Courses

There are slightly differences among the three curricula in Specific Educational Subjects. The Transitional Curriculum consists of Introduction to Education; Psychology of Education; Administration and Supervision; Teaching Profession; Guidance and Counseling. In the new curriculum MCC and ECTS, the subjects of Administration and Educational Supervision and Guidance and Counseling are still the same. Then, the new subjects that are being introduced are Teaching Pedagogy; Psychology of Education; Sociology of Education; Curriculum Organization and Evaluation Plan.

2.4.4. Core Subjects/Specialization Courses

There is a big difference of the core subjects among the curricula. The Transitional Curriculum is very different from the MCC and ECTS. The table of the MCC and ECTS shows that the four English skills of speaking, listening, reading and writing are changed to from the levels of English I to English VII. This means when a teacher teaches English I (one) he, she teaches all the four skills and grammar at the same time, which is called integrated skills. Only in speaking in this new curriculum is called Conversation I (one) and Conversation II (two). Moreover, the readings, in the ECTS currently used are called Reading and Textual Production. Then another reading subject is called Oriented Reading. Furthermore, in regard to grammar, when it is a combined skill in the new curriculum it focuses more on the students' grammatical skills, so that this curriculum provides a subject which is called Critical View on Grammar. It aims to analyze and use grammar correctly.

2.4.5. The core subjects of teaching profession

The core subjects for the prospective teachers in the Transitional Curriculum are TEFL (Teaching English as a Foreign Language), Teaching and Learning Strategy, Micro Teaching, Field Teaching,

Language Testing, Classroom Management, Cross Cultural Understanding, and Field Practice Teaching. Moving to the new curricula of MCC and ECTS, the subjects are slightly different from the Transitional Curriculum. The subjects like Politics of Basic Education; Teaching English as a Foreign Language are still the same. English Language Didactic and Field Teaching Practice are also still the same. In both curricula of MCC and ECTS the subjects remained the same. In the period curriculum MCC and the current curriculum ECTS linguistics is used as introduction for the learners to the general characteristics of linguistics. In this case, the new curriculum ECTS that currently being used only consists of two subjects: Basic Concept of Linguistics and Linguistic Studies I and II.

2.4.6. The core subjects of Literature and curriculum

The English Literature is a subject that is always used during the three periods of curricula: Transitional Curriculum, MCC and ECTS. In the Transitional Curriculum, the English Literature was for one year program or for two semesters which is called Literature I and Literature II. Meanwhile the new curriculum only has different name of the subject which is called English Literature I and English Literature II. Then, after East Timor sets up its own national curriculum, the stakeholders thought that for the curriculum for Education it is more important for the student teachers on the reason that a teacher should understand the basic theory of curriculum. Under this condition, the subject of curriculum is now as one of the compulsory subjects for the prospective teachers. However, in the Transitional Curriculum, there was no curriculum subject.

2.4.7. Final Course

In the final course, there are also differences. In the Transitional Curriculum a student had to write a thesis while in the MCC there is a The Final course work. In this case the department and the faculty are still thinking whether the students need to write a thesis or only to do a scientific report. However, for the new ECTS curriculum, the university's stakeholders have decided that a student should write a thesis.

2.4.8. The New Subjects

There are some new subjects introduced with the Minimum Curriculum Content: The History of Timorese Schooling; the Pedagogical Process and the Literature of United States of America, curriculum and philosophy, International Study and Basic Politic of Education. However, in regard to the new subjects introduced in the MCC none appeared in the ECTS curriculum. The new subjects that appear in the ECTS are Language-Testing, English Culture. Language Testing is one of the core subjects in the Transitional Curriculum.

2.4.9. Profile of the student teachers

After the first ten years of independence and after having Timorese national curriculum and ECTS curriculum, the requirement for an educator in this National University is higher. An educator minimum level of education is a master. Then, the educators are sent to continue their study. In the document of National University of East Timor (2014, p. 1-2) stipulates that the program of ECTS would create teachers that should be able to act in activities that require logical and deductive reasoning, language precision, as well as the faculty of abstraction. To this end, the course is organized as follows:

- a) A Bachelor Degree in English language permanently seeks technical and scientific knowledge oriented to gather the formal processes to the informal processes to stimulate the production of knowledge, respecting the culture already produced and participating in the advancement and qualification of new methods and applications.
- b) A Bachelor Degree in English language seeks to overcome limitations, through his/her capacity for action and interaction with the environment, using creativity and self-discipline to construct favorable conditions of research, whose results, when transferred to the Society, can make it possible to improve the teaching and learning process.
- c) The development of capacities to perceive reality and alternative forms through curiosity, ethical awareness, objectivity and dynamism. The interest in teaching and research are

basic requirements, so that there is an understanding of the integrated themes and knowledge inherent in teaching and learning.

- d) A Bachelor Degree in English language, whose activities are defined by current legislation, has its area of action in the investigation of education in all forms of manifestation of life, having the following field of action: through the integration of the skills and competences, Acquiring a broader profile to teach classes in public or private schools that offer Basic Education (basic and secondary), being able to continue his/her academic career by entering postgraduate programs, besides acting as a consultant or advisor in the development and evaluation of courses for professionals, in the area of his/her competence, whether in public or private entities.

- e) Didactic and Pedagogical Training being worked on since the beginning of the course. In this context it has as priorities the development of the specific contents of General Education, English Language Psychology and Timorese Legislation.

In order to support the realization of the planning for the profile of the student teachers or the prospective teachers, the English Department should have thirteen of the professors with a bachelor degrees and master degrees, being one of them Coordinator of the course. Then, two professors should hold a specialization in the discipline and one teacher per discipline. Finally, the Minimum Content and European Credit Transfer System are slightly different in the subjects or have only a little change in the subjects but mostly still remain the same, only the credit hours changed. Then percentages are divided clearly: General subjects 15%, educational subjects 20%, specific subjects 65%. There are no optional subjects in this curriculum. The charts of the curriculum development in East Timor is presented as follows:

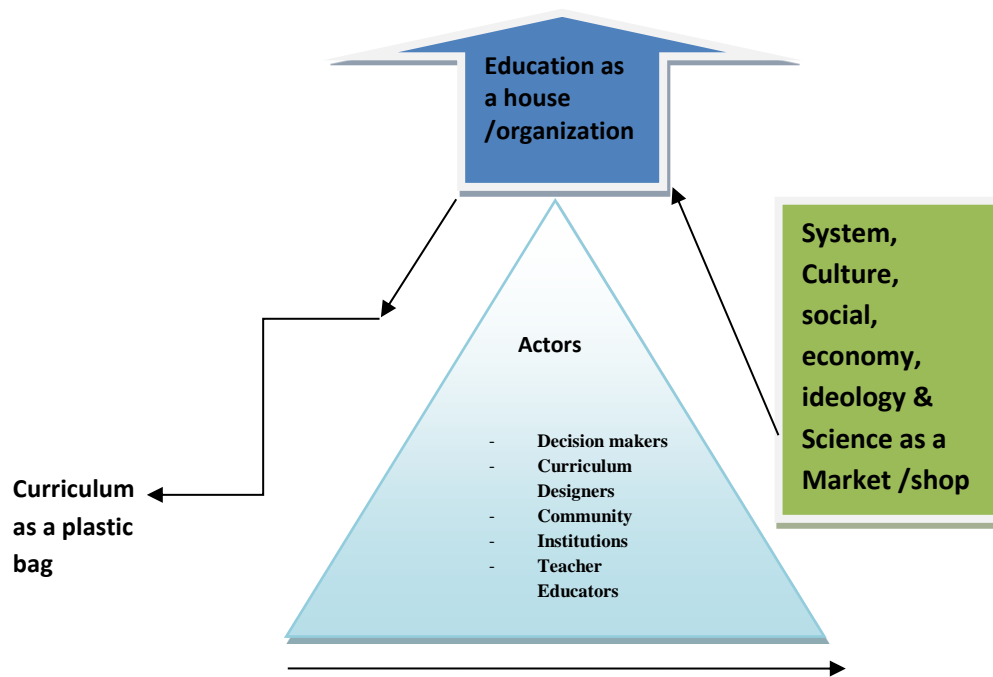


Figure 2- Triangle theory (source: author)

2.4.10. Curriculum Actors

The curriculum can be developed well if the actors are good. The curriculum actors should involve decision makers, curriculum designers, community and institutions to make sure that a curriculum is developed based on the needs. The curriculum actors need to aware or understand the condition of the community.

2.4.11. The curriculum as bag or plastic bag

Curriculum is as a bag or plastic bag that people use to put things that bought from the market. When a person/organization wants to buy things in the market, he or she normally needs a bag or a plastic bag to put the things they want to bring home. Certainly, in the market, a person cannot buy all things that are there but, he or she of course will buy things related to the family needs. It is similar to curriculum development, when the actors or people want to set up a curriculum, ie must be selective or, in other words, the curriculum should be set up based on the needs: the needs related to the standard of living in the community in this era of globalization. Tawil (2001, p. 22) states that

“That the standards of social excellence are changing: high-level knowledge remains indispensable, but it must above all combine with more personal and social competencies, such as autonomy, creativity, self-knowledge, a sense for initiative and entrepreneurship, flexibility, the ability to learn”.

2.4.12. Culture, social, ideology and science as a market

There are many kinds of things that are stored in the market. In this case, it is similar to the culture, social and ideology in the community at large. Certainly, in this condition, there are various kinds of cultures, social aspects and ideologies in the community. In context of East Timor as a country that consists of multi cultures, social aspects and ideologies, this condition should be taken into consideration in the curriculum design. Besides that, in this era of globalization, the influence is not only from inside the country. However; it is also from foreign cultures, social elements and ideologies. Under this condition, the curriculum design must be seen from various aspects.. So, the actors of curriculum should choose which systems might fulfill the needs of the community as a nation. On the other hand, the development of the community always changes based on the changing time so that, the culture, society and ideology also can be changed. In this case, the curriculum also should be changed based on the changing itself. Finally, the curriculum actors also need to adjust the curriculum related to the development of the community. Meanwhile, Sahlberg (2009, p. 1) adds that “Learning about educational change and its key features should become integral elements of any serious curriculum reform process. There is an interesting stock of literature, both research and reports of case studies, that is gradually changing the way we should view change in education, especially in schools and at the level of teaching and learning”.

2.4.13. Education as a house/organization

Education here is as a house/organization that needs to put or process things, which are brought from the market. As a simple example is when a family wants to cook for dinner, a member of the family needs to go to the market and buy kinds of raw foods such as selecting vegetables, meats, bread etc. and bring them home. Then, the family starts processing the raw

foods and cooking it. Finally, the family enjoys the meal. The above example shows that the curriculum actors need to select which cultures, society and ideologies as a market that meet the needs of a community that can be put into educational curriculum system. Tawil (2001, p. 8) argues that “in contemporary societies, globalization seen as multiple and interdependent processes of cultural, technological, economic and political change—is impacting on the ways in which individuals and groups define themselves”.

East Timor government is starting to establish national identity through education in this era of globalization after a long period of colonization. The national identity is formed in the school curriculum that concentrates on language, culture, social aspects and ideology. In this case, government establishes more schools from primary to higher education. One of the higher education institutions is Universidade National Timor Lorosa'e (UNTL) the curriculum for higher education used was the transitional curriculum. Moreover, this curriculum was reformed or changed into Minimum Curriculum Content and, finally, it was replaced by The European Credit Transfer System (ECTS). It is reformed to fit the requirements of globalization.

Chapter III

Design of the study

This chapter includes the context of the study, research questions and the paradigm approach of the study. It describes the participants involved. In the study methods for data collection are also described, including semi-structured interview, document analysis and focus group. In addition, procedures for data analysis are also identified as well as the ethical issues.

3.1. The context of the study

Universidade Nacional Timor Lorosa'e was established in the year 2000. Based on the condition of East Timor that just had got its freedom, the resources were not sufficiently available. In the first five years, the national university only was able to establish several faculties, such as Faculty of Education, Faculty of Polytechniques, Faculty of Agriculture, Faculty of Political Science and Faculty of Economy. After five years the university established more faculties like faculty of Law and Medicine. If we go more specific about the faculty of Initial Teacher Education (Faculty of Education) in the first five years there were several departments. The departments are English, Biology, Chemistry, Mathematic and Physics. Then, after the five years, the faculty established more departments like: Portuguese Language, Tetum Language, Teacher Education for primary schools and sport. So, now in total there are 9 departments. In the current situation, most of the teacher educators' levels of education is master degree. At the English Department, there are several units or subjects that a students needs to finish within an under graduate program. The total subjects in the English Department are 44 with a total 240-credits/6480 hours/classes. This means a student needs to program 30 credits/semester during four years to obtain a bachelor degree.

Concerning the teacher educators, there are 16 lecturers in English Department. These lectures consist of 3 Doctors, 3 lecturers are still doing their masters and 10 lecturers have already gained their masters. There are approximately 100-150 students recruited to the English Department. The Ministry of Education normally selects the students The selections of the students are based on their results of the final test at secondary schools around the territory of East Timor. This signifies that only the high ranking or good score students are accepted at university generally and at the English Department in particular. Close to the end of the study a student teacher needs to do his or her practice teaching at the university and at the secondary schools. In the English Department, before a student

teacher go to practice his or her teaching in the field/school he or she needs to program microteaching subject. The subject aims to prepare the students for designing a lesson plan and syllabus and teaching methods. After a student teacher passes the microteaching class he or she is eligible to proceed to the field teaching practice.

3.2. Research questions

The research questions of the project are:

- 1.1. What are the key features of the new curriculum for initial teacher education in East-Timor?
- 1.2. What kinds of elements do the profile of the teacher include?
- 1.3. How do teacher educators, student teachers, Faculty administrators and policy makers look at the new curriculum and the ways in which it has been put into practice?
- 1.4. What have been the implications of the new curriculum on teacher educators' teaching and on students' learning?

3.3. Qualitative approach

In this study a qualitative approach was adopted, by using qualitative method this research is intended to understand phenomena of the curriculum reform in tertiary education in East Timor since East Timor. In relation to the curriculum reform, a qualitative study was implemented in order to get to know get more specific information related to the curriculum reform. There are several characteristics of qualitative research that are explained by different authors. Creswell (2007, p. 175-6) identifies several aspects in qualitative research: First, natural setting a researcher tends to collect data in the field where the participants experience problems that are under study. Second, researchers are key instruments that collect data themselves through examining documents, observing behavior, or interviewing participants. Third, multiple sources of data are used. Researchers gather various forms of data that do not merely rely on questionnaires. Fourth, there is an inductive data analysis: researchers build patterns, categories, and themes from the bottom up; by organizing the data into increasingly more abstract units of

information. Fifth, participants' meanings are addressed. In the whole qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researcher brings to the research or what he/she finds in the literature. Sixth, there is an emergent design: the initial plan for research cannot be tightly described, and all phases of the process may change or shift after the researcher enters the field and begins to collect data. Seventh, normally qualitative researchers use lens to view their studies, such as the concept of culture, central to ethnography, or gendered, racial, or class differences from the theoretical orientations. Eighth, researchers make an interpretation of what they see, hear, and understand. Ninth, holistic inquiry: Researchers try to develop a complex picture of the problem or issue under study.

Concerning with the exploratory study, the stakeholders look at curriculum reform at the Faculty of Education at the Universidade Nacional de Timor Lorosa'e. In other words, it aims at exploring issues related to curriculum reform during and after the transition throughout the 10 years of independence of East Timor, by analyzing the ways in which the education system is adopted and developed by the Minister of Education for the new curriculum and the ways in which it has been implemented. Thus, a qualitative study was seen as an adequate research design to reach these goals. The focus is on gaining insights and familiarity for further investigation.

Maxwell (1996, p. 17-20) explains that there are five strengths of qualitative research: First, understanding the meaning, from the perspective of the participants in the study, of events, situations, and actions they are involved in and of the accounts they give their lives and experiences. Second, understanding the particular context has on their actions. Third, identifying unanticipated phenomena and influence, and generating new grounded theories about the latter. Fourth, understanding the process by which events and actions take place. Fifth, developing causal explanation.

3.4. Methods for data collection

In order to respond to the research questions, data collection were done according to three main phases:

- Phase 1- Document analysis
- Phase 2- Semi-structured interviews to policy makers, university educators, students and school supervisors (see appendix 1).
- Phase 3 - Focus groups with student teachers and university teachers (see appendix 1).

In this research, three main methods for data collection were used: Documents, semi-structured interviews and focus group. Documents are related to the transitional, national and European Credit Transfer System curricula. Ramos and Naranjo (2014, p. 143) explain that it implies studying the school's documents and the norms established by the educational body usually classified as official and particular. The official documents are not referred to a person, but to the institution. The objective of interview according to Patton (2002, p. 341) is as follows: "The purpose of interview, then, is to allow us to enter into the other person's perspectives. Qualitative interviewing begins with the assumption that the perspective of the other is meaningful, knowable, and able to be made explicit. The interview enables to find out what is on someone else's mind, to gather their stories".

Semi-structured interviews aim at understanding the respondents' points of views rather than make generalizations about behaviors. They included open-ended questions, some suggested by the researcher ("Tell me about...") and some arising naturally during the interview ("You said a moment ago...can you tell me more?"). The researcher tries to build a rapport with the respondent and the interview is like a conversation. Questions are asked when the interviewer feels it is appropriate to ask them. Questions may be prepared or may occur to the researcher during the interview. The wording of questions will not necessarily be the same for all respondents (Bodgan & Biklen, 1994). According to Ramos and Naranjo (2014, p. 143).

"The interview is a technique of compiling information through a professional conversation, which is acquired, about what is being investigated. It is important from the educational point of view. The results to be obtained in the mission depend to a great extent on the level of communication between the investigator and the participants in the interview".

3.5. Procedures for data collection

The process of the research development and its outcome were included in the timeline between: January 2014 - July 2019. The setting of the research took place in Dili the capital of East-Timor, and particularly at the Ministry of Education of East Timor and Universidade Nacional Timor Lorosae especially at the English Department. The interviews were done in 2014 - 2016. The interviews were conducted in English and Tetum languages and were audio – recorded by the interviewer with the permission of the participants. It can be said that audio and video - recording is a technique for collecting data that can help the interviewer to be more flexible in speaking and communicating with the interviewees. In conducting the research at English Department, every participant was interviewed in English. Meanwhile, the General Director of Higher Education was interviewed in Tetum language because he is more comfortable with it. The interviews were conducted separately. Finally, audio data - records were transcribed verbatim and analyzed according to emerging categories that will be described next.

3.6. Procedures for data analysis

According to Powell and Renner (2003), there are several important steps in qualitative data analysis: first step, getting to know the data, it means read and re-read the text and if data are audiotaped listening to them several times because sometimes, some information do not have meanings or values or bias. So, before beginning any analysis, consider the quality of the data and proceed accordingly. Second step is focusing on the data analysis which is means reviewing the purpose of the evaluation and what it is found. Identify a few key questions that the analysis enables to answer. This will help to decide how to begin. Third step is bringing the meanings to words before identify the themes or patterns such ideas, concepts, behaviors, interactions, incidents, terminology or phrases used. Then, it is necessary to organize them into coherent categories that summarize and bring the meanings to the text. Fourth step, identifying pattern and connection within and between categories. Fifth, interpretation means bringing it all together around themes and connections to explain the findings.

As for data analysis, content analysis was used and emerging categories were defined as they emerge from the data. As Esteves (2006, p. 226) states, “A análise de conteúdo incide sobre

mensagens tão variadas como obras literárias, artigos de jornais, documentos oficiais, programas audiovisuais, declarações políticas, actas de reuniões ou relatórios de entrevistas”. Also, Pacheco and Lima (2006, p. 107) argue that “content analysis is the general term used to denote a set of possible techniques for the treatment of previously collected information”. Moreover, Krippendorff (2004, p. 18) defines content analysis as a “research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use”.

Data collection was about the new and old curricula at the English Department, so the analysis revolved around the process of curriculum reform and how the educators implement the new curriculum in practice. It also aims at identifying the strengths and weaknesses of the new curriculum from the point of view of the participants. The analysis of the different points of the views of the Dean of the Faculty; the Head of English Department; the English Lecturers and the Director General of Minister of Education was made according to the emerging categories identified.

Each interview was tape-recorded and transcribed verbatim. Data were analyzed according to an inductive process and substantive themes were identified as they emerged. Data analysis included a vertical analysis and a cross-case analysis (Miles & Huberman, 1994). The interviews were analysed according to the categories and sub-categories identified in the following Table:

Categories	Sub-categories
The goals of teacher education in East Timor	<ul style="list-style-type: none"> • To educate professional teachers to all territory of East Timor. • To improve the quality of education.
Being a teacher	<ul style="list-style-type: none"> • Skillfull and knowledgeble • Willingness to develop the country and its people through teaching. • Willingness to teach everywhere around East Timor.
ITE in UNTL: Challenges, struggles and strategies	<ul style="list-style-type: none"> • Competence of a teacher to be able to transfer knowledge. • English Department teacher educators upgrade their knowledge and skills through training and continuing study. • Developing methods and strategies for teaching
The curriculum of ITE in UNTL: key components and the need to educate the educators	<ul style="list-style-type: none"> • Key component to enhance student teachers' professional development. • Learning theories and practices of teaching.
The changes and the challenges of the new curriculum	<p>Changes:</p> <ul style="list-style-type: none"> • Some subjects are totally new for the educators. • Both educators and learners are more active. • Syllabi and lesson planning before teaching. • Team-teaching • Students' centeredness <p>Challenges:</p> <ul style="list-style-type: none"> • Some new subjects are not familiar for teachers educators.

	<ul style="list-style-type: none"> • Poor Internet connection. • Lack of materials in the library. • Number of students and lack of space
The negative and positive aspects of ITE	<p>Positive:</p> <ul style="list-style-type: none"> • Many students want to be teacher • Teacher educators are more professional • English students find obs easily • A good language center • Government invest more at UNTL • Students' fee is cheap <p>Negative:</p> <ul style="list-style-type: none"> • Some new subjects are knew • Teacher educators overloaded with the teaching. • Ministry of education is taking over the new enrollment of students. • Poor facilities and equipment
Profile of teacher educators	<ul style="list-style-type: none"> • Good health. • Clear objectives to be a teacher. • Qualified in the area of his or her study. • Knowledge and skills in teaching. • Minimum requirement: Master, doctor or PhD.
Curriculum reform: challenges in its implementation	<ul style="list-style-type: none"> • Changing situation in East Timor. • Teaching language skills changed.
	<ul style="list-style-type: none"> • Minimum Curriculum Content is changed in short period of time to ECTS curriculum. • No National curriculum experts, only foreign experts. • Curriculum change based on political decision.
	<ul style="list-style-type: none"> • No curriculum socialization for the new curriculum implementation.
	<ul style="list-style-type: none"> • University and teacher educators do not have preparation for the new curriculum implementation.
	<ul style="list-style-type: none"> • Technically university and government are working together •
	<ul style="list-style-type: none"> • No curriculum evaluation since the establishment of UNTL
	<ul style="list-style-type: none"> • Mixed feelings regarding the new curriculum

Table 5. Categories and Sub-categories used for content analysis

3.7. Participants

The participants in the research project were the university teachers at English Departments of the Faculty of Education, Art and Humanity (FEAH) of the National University of East-Timor. The student teachers who enrolled in the program at English Department, specially the students in Micro Teaching and Field Teaching were also included. For the Microteaching, 5 students were individually interviewed and 5 students participated in focus group. For the field teaching practice

there were 5 students interviewed individually and 5 students for focus group discussion. Policy makers (responsible for the development of the current curriculum for Teacher Education) and the Head of English Department were also interviewed. Besides that, 5 secondary school supervisors and two university supervisors were interviewed as well as one guest lecturer. Moreover, some teacher educators/lecturers were also interviewed for the process of teaching and learning activities during the curriculum reform. Table x presents the total of participants.

Number of participants	Role
4	Stakeholders of University and Ministry of Education
5	Teacher educators in Initial Teacher Education
5	School supervisors
2	University supervisors
20	Student teachers
1	Foreign guest lecturer
Total	37

Table 6. Participants

The stakeholders' characteristics (interviews)						
Code name	Gender	Age	Role	Academic qualifications	Subjects	Years of service
Lidonio	Male	40+	Stakeholder of National Education	Master of Adult and Higher Education	Curriculum for higher education	7
Lito	Male	50+	University stakeholder	Post Graduate in Education	Sociolinguistics and counseling	20
Leleon	Male	50+	Stakeholder of the faculty	Master of Art	Literature	15
Liborio	Male	50+	Stakeholder of English Department	Master in Educational Leadership	English skills	15
Liliana	Female	50+	English Foreign lecturer	Doctor in English educational study	English skills	20

Table 7. The stakeholder' characteristics

Lidonio is one of stakeholder in National Higher Education is a Timorese. He did his undergraduate studies during the Indonesian period at the UNTIM and a postgraduate course. He has been working at the Ministry of Education especially in the curriculum department for more than five years. Meanwhile Lito is one of the stakeholders at UNTL. He is a Timorese and former student of UNTL. He has his undergraduate and post graduate diplomas in Education and he is one of the English Department lecturers. He is also one of the founders of this National University (UNTL). Leleon is currently holding a position as one of the stakeholders in the Faculty of

Education. He also teaches in English Department since 2005. He holds a certificate of Undergraduate in Teaching English and Master in English Literature in Europe. Finally, Liborio is a Timorese English teacher that has been teaching at English Department since 2007. He became the Head of English Department. He did his undergraduate studies in English Department of UNTL and he holds a Masters in Educational Leadership from Australia. Liliana holds a doctor degree in English educational study in Australia. So, the participants have from 7 to 20 years of experience.

Teacher Educators in Focus Group (TEFGD)						
Code name	Gender	Age	Role	Academic qualifications	Subjects	Years of service
Tomas	Male	40+	Teacher Educator for General Subjects	Master of Education	General English	10
Teodor	Male	30+	Senior Lecturer	Master of Educational Leadership	English Literature	15
Tilman	Male	30+	Assistant lecturer	Master of Educational	English skills	5
Tino	Male	50	Senior Lecturer	Master of Adult Higher Education	English Skills	15
Tembo	Male	30+	Assistant Lecturer	Bachelor in English	English Skills	7

Table 8. Teacher educators participating in focus group

All of the teacher educators are from English Department. Most of the teacher educators have been working at English Department since its establishment in the year 2000. Most of them were doing their master overseas such Australia, America and Portugal. All of the teacher educators/lecturers have between 5 to 15 years of experience.

School Supervisors for Field Teaching (SSFT)							
Code name	Gender	Age	School	Role	Academic qualifications	Subjects	Years of service
Francisco	Male	30+	Secondary School	School Teacher /supervisor	Bachelor in English	English Lesson	7
Fidelis	Male	30+	Secondary School	School Teacher /supervisor	Bachelor in English	English Lesson	7
Francelino	Male	30+	Secondary school	School Teacher /supervisor	Bachelor in English	English Lesson	7
Florentino	Male	30+	Secondary School	School Teacher /supervisor	Bachelor in English	English Lesson	5
Frino	Male	40+	Secondary School	School Teacher /supervisor	Bachelor in English	English Lesson	6

Table 9. School supervisors for Field Teaching participating in the study

The School Supervisors for the Field teaching practice are pre-secondary and secondary school teachers and help supervising the student teachers who are doing their field teaching practice at schools. Most of the school supervisors for English Department were former students of English Department. Table xx shows that the participants have less than 10 years of experiences.

University Supervisors for Micro-Teaching and Field Teaching (USMFT)					
Code name	Gender	Age	Academic qualifications	Subjects	Years year of service
Maia	Male	30+	Bachelor of English and Master in Educational Leadership	English Literature	12
Martina	Female	40+	Bachelor of and Master in Educational Leadership	English Skills	12

Table 10. Supervisors for Microteaching and Field Teaching participating in the interviews

The teacher educators in teaching practice have responsibility to become university supervisors. However, for the subject Microteaching the supervisors are normally selected by the Director of English Department. The selection is important to make sure that when the university releases the students for the field teaching they have high ability in teaching. Both supervisors have the same years of working experiences of 12 years.

Students of Micro-Teaching in individual interviews (SMT)			
Code name	Gender	Age	Semester
Samuela	Female	Early 20	6 th
Suares	Female	Early 20	6 th
Saturninha	Female	Early 20	6 th
Sezarina	Female	Mid 20	6 th
Samuel	Male	Mid 20	6 th

Table 11. Students of Microteaching individual

1 Focus Group Discussion in Micro Teaching (SFGDMT)			
Code Name	Gender	Age	Semester
Gilberto	Male	Early 20	6 th
Geofre	Male	Early 20	6 th
Geronimo	Male	Early 20	6 th
Georgina	Female	Early 20	6 th
Gino	Male	Early 20	6 th

Table 12. Students of Focus Group

The students of microteaching have been made to understand the methods real teaching practice. So when a student has passed this subject it means he or she already has a good preparation in teaching or is eligible to do his or her teaching practice at schools.

Students of Field Teaching (STFT) individual interviews			
Code name	Gender	Age	Semester
Alina	Female	Early 20	8 ⁿ
Ajina	Female	Early 20	8 ⁿ
Ajema	Female	Early 20	8 ⁿ
Antoni	Male	Mid 20	8 ⁿ
Atino	Male	Mid 20	8 ⁿ

Table 13. Students of Field Teaching in Individual Interviews

SFGDFT 1 Focus Group for Field Teaching			
Code Name	Gender	Age	Semester
Nanio	Male	Early 20	8 ⁿ
Nito	Male	Early 20	8 ⁿ
Nolberto	Male	Early 20	8 ⁿ
Nina	Female	Early 20	8 ⁿ
Noronha	Male	Mid 20	8 ⁿ

Table 14. Students of Field Teaching in Focus Group

All students that do this subject are eight semester's students at the English Department. The students were distributed to do their teaching practice at pre-secondary and secondary schools around the capital Dili and some districts nearby the capital. The subject for the field teaching practice is a program that is only available for the finalist students who finish all the English skills and pedagogical subjects. This program is for the students to put into practice the theories learned at university. When a student finishes his or her teaching practice then he or she can proceed to write a thesis.

3.8. Limitations of the study

The limitations of this study concern mainly the time constraints and the number of participants. Two years to collect the data in East Timor and to analyze the data along with the writing up of the dissertation was not an easy task. However, the various roles

undertaken by the participants have made a good sample of key informants about the curriculum reform and implementation, and particularly as far as the curriculum reform at the English Department is concerned. This study is qualitative in nature. Semi-structure interview is used to get information from the informants including student teachers, teacher educators, school supervisors and stakeholders of university and National Education. The numbers of the participants of this study are twenty student teachers; five teacher educators; five stakeholders of university and national education; two university supervisors and five school supervisors. Moreover, the ethical obligation is taken into account this research.

3.9. Ethical issues

In conducting research, there are some ethical procedures that need to be taken into account by the researchers. However, before going further about the ethical procedures, it is necessary to define the meaning of ethics. Sieber as cited in Pacheco and Lima (2006, p. 130) describes that "The ethical term originates from "ethos", which designates the Greek word "character", ethics being the systematic study of the concepts of value `good / bad, right/wrong` to justify their application". (Sieber cited in Miles & Huberman, 1994, p.293) explains that:

“First, privacy: Control over others’ access to oneself and associated information; preservation of boundaries against giving protected information or receiving unwanted information. Second, confidentiality: Agreement with a person or organization about what will be done (and may not be done) with their data. Third, anonymity: Lack of identifiers, information that would indicate which individuals or organizations provided which data”.

In relation to this, Flores (2003, p. 401) states that conceiving and developing a research project, in addition to clarifying the methodological options (and their justification) and the question of validity, reliability and relevance, also implies the consideration of a set of ethical aspects that the researcher cannot forget it. In this case the researchers need to respect the privacy of the human subjects. Then, it is important to make sure that in order for the researchers to get complete data about the topics to be covered they need to obtain informed consent.

Moreover, a researcher needs to use systematic process in collecting data. Furthermore, he/she never misinterprets the data. The researchers have ethical obligations to take into account when conducting interviews (one on one or face to face), case studies (individual, group, or event), focus groups (6-10 people), unobtrusive measures (artifacts, things left behind), historiography (follows a person's life history), or observations (ethnography). In this case, researchers must use a systematic process to collect data without interfering or harming the subjects. People must be respected, benefits must be maximized and harms minimized, harm shall not be done, and subjects in studies must be treated equally (SBREC Flinders University, 2007).

To fulfill the ethical procedures, a research protocol was devised in order to clarify the nature, the goals and the procedures of the research project. Participants were asked to give their informed consent and confidentiality of the data was warranted. Ethical procedures were also followed in disseminating the findings in order not to reveal the author of a given quote. Roberts (2003, p. 22) explains that "Social enquiry is greater access to well-grounded information will serve rather than threaten the interests of society. Nonetheless, in planning all phases of an inquiry, from design to presentation of findings, social researchers should consider the likely consequences for society at large, groups and categories of persons within it". Finally, regarding of protecting the identities of participants, real names will not be revealed. In this case, the fictitious names are used.

Chapter IV

Conceptualizing teacher education: views of the stakeholders

This chapter focuses on the views of the different stakeholders in regard to ITE. It also addresses the goals of Initial Teacher Education in East Timor and issues of being a teacher. The chapter also looks at the challenges, struggles and strategies of ITE at the UNTL. In addition, the key components of ITE are also examined as well as the need to educate the teacher educators. The chapter ends with the positive and negative aspects of ITE and the profile of teacher educators.

4.1. The goals of ITE

In any country around the world teacher education is one of the most important factors for the nation building. As such, especially in a new country as East-Timor, the goal of the ITE is to educate more educators for the primary to tertiary education around the country. This is understood as a strategy to improve the country's education and its quality. Al Barwani, Flores, Imig, and Scott (2019, p. 3) state that "There is worldwide recognition that teachers have to better prepared and better supported in classroom to enable countries to reach their socioeconomic and civic goals". The stakeholders who participated in this research project are clear about the goals and relevance of ITE. One of the stakeholders explains about why teacher education is needed in East Timor:

"The main objective is to form the young generations to be teachers generally and especially English teachers for junior and senior high schools" (Liborio).

In face of the lack of human resources; teacher education becomes crucial to fulfill both quantity and quality of education. The fewer number of educators cause the government to concentrate on providing the educators to go to the schools. While establishing teacher education to increase the number of educators, the government is also recruiting the foreign educators. Modiba and Stewart (2019, p. 153) recognise that there are "Efforts to attract and recruit more teachers into the profession are to be re-doubled, including targeting foreign educators and retraining unemployed teachers or teachers employed elsewhere". Besides that, the objective of teacher education is to adapt with current situation of globalization: government does not only providing the number of educators, it also focuses on quality of the education for the educators. In relation to this, a participant expresses that

“From the very beginning the Faculty of Education is to form professors both in quantity and quality, so the principal objective is the formation of educators” (Lito).

Furthermore, teacher education is extremely needed, on the reason of transformation from a long period of colonization to independent country. During the colonization, colonized government did not pay much attention to education. As a consequence, many people did not have a chance to go to schools. Butcher and Moran (2019, p. 180) stress that “The Portuguese focused on education for an elite. The Indonesian focused on universal primary education to indoctrinate the children into Indonesian culture and society. In the Indonesian period, educational institution had few resources, teachers drew upon ‘out-dated’ teaching methods, and frequent absences of staff and students were common”. When East Timor got independence there was only very few number of human resources available. A participant adds:

“Teacher Education is to fulfill and respond to the emergency situation, etc” (Tembo).

Other teacher educators participating in the FG illustrate that the main objective of the Initial Teacher Education is to have future educators in East-Timor who have good knowledge of teaching pedagogy and preparing the students in various areas of disciplines especially for teaching pedagogy theoretically and practically.

The need to increase the number of quality educators is clearly stated as one of the aims of ITE in East-Timor. The participants were unanimous in stating that ITE is a key factor in fostering the development of the country but they also acknowledge that solid theoretical basis and a strong pedagogical knowledge are needed in order to educate good teachers. They also emphasize the importance of ITE to enhance the development of education and consequently of the country. Finally, the establishment of ITE in East Timor aims to contribute to the vision and mission to enlightening teacher educators and student teachers in their ways of professional development to fulfill the demand of country’s development. Butcher and Moran (2019, p. 178) state that “Lightening the way for teacher educators and teacher requires being true to the vision of education, where people are empowered within their context to be agents in their own and their society’s future”.

4.2. Being a teacher

A teacher can be defined as somebody who has skills and knowledge and who is an expert in certain discipline or area that shares or teaches the learners. In addition, a good teacher can be defined as someone who applies various approaches to make his or her students improve in learning: "A good teacher can be defined as a teacher who helps the student to learn" (Harden & Crosby, 2000, p. 4). Thus, increasing knowledge and skills necessary to become a teacher is a key dimension according to the participants. They also reinforce their willingness to contribute to the country's development through their work as future teachers. These views are expressed by the student teachers who recognize the need for good teachers in East-Timor and who want to make a difference in their lives and in the lives of other people. The idea of contributing to the development of the country through education of people is reiterated in their accounts. The following quotes illustrate the reasons for choosing the Initial Teachers Education:

"I chose this program because this country as a new nation needs a lot of teachers to develop human resources of the national education. My plan is to be a teacher/educator in the future" (Sezarina).

Being a teacher is about having knowledge and skills to help people to reach their objectives. A teacher is not merely doing teaching however he or she should develop his or her knowledge continuously to become more professional in their subject. The Ministry of Education, Culture and Science (2013, p. 12) defines the meaning of professional: "Professionalism brings with it status and respect, but professionals are also expected, individually and collectively, to pursue excellence in their occupational practice. Whereas the sociological definition of professionalism emphasizes the collective and the status of the occupational group, teachers focus on individual attitude and performance in practice".

Another informant reveals the importance of being a teacher. Sometimes some people define becoming as getting a job. It is not that simple. Becoming a teacher is about helping or guiding people to improve their skills to fulfill their needs. Some other participants see teaching as noble work or doing charity. Others became teachers because they love to be always studying so that they can improve their knowledge and skills.

“I personally love teaching; teaching profession is a charity for others. In this case, my curiousness of being a teacher and educator motivated me to choose this field of study to expand my career, knowledge and skills of teaching” (Samuel).

Moreover, some students' purpose to enroll in the national university is because they want to get sufficient knowledge and share it. As Timorese, each of the people has moral responsibility for their own country to educate and prepare the young and next generations. The following participant illustrates this:

“We choose this program because we want to educate and share knowledge that we learn from English Department to others Timorese young generation in the future especially pre-secondary and secondary schools around the territory of East-Timor” (Saturnina).

Many people and educators want to live in the city because when they live in the city everything can be accessed easily, when comparing to the rural areas. The following student teacher has ideas or commitment different from other student teachers:

“First of all, I have to do my teaching practice, and then I need to write my thesis proposal and my thesis. The last step is to get my bachelor degree and I will see myself as a teacher in a rural area because I see that in rural areas there is a lack of teachers. I will try to do my best because if we want to make changes, we have to start from the bottom and help children from rural areas that they also take an important part for East-Timor bright future” (Suarez).

As such, even though they acknowledge the importance of learning a language to their own development, some student teachers highlight that their choice of studying English is related to pragmatic and instrumental reasons. Knowing English, as a working language, would be a key factor to find a job, to go abroad, especially to the Anglophone world and to get a scholarship. In addition, they also recognize that English is a key language in the digital era. The following quotes are illustrative of this:

“As we know, English language we learn is not only to talk or speak but also English is a science that can develop a person, besides other sciences like math, physic, biology and others. We know that if we know English we can study overseas like Canada, Australia, America and other Anglophone country. Besides that we also can work overseas and finally English is an international language” (Nanio).

In reality, in international daily communication among people all over the world English is a key language. It has been used for a long time and people adjust to this modern era. For them English is one of the best choices among the international language learning. Some choose to learn English because of their hobby and others learn English because they want to travel. A participant reported that

“We choose English because, first, English is our hobby since were children. English is important for our future as there are various ways for us to go for example to foreign countries and so on. Then English is an international language so we can use this language everywhere. It is easy for people to get jobs and to understand other cultures from other countries” (Nina).

4.3. ITE in UNTL: challenges, struggles and strategies

There are various methods and strategies in ITE at the UNTL. The student teachers who want to apply for studying in ITE have to go through a selection procedure. UNTL is the only public university in East-Timor, so there are thousands of secondary school graduate students competing to enroll for this university. Only the best students are selected. Under this condition teacher educators also have to have good competencies in handling and preparing the students in order to become teachers. Concerning the competencies of teacher educators, one of the stakeholders explains the struggles and challenges faced at the UNTL:

“Primarily when we form people to be educators, they have to have three competencies: cognitive, affective and psychomotor. A teacher not only transfers knowledge to students but he or she also educates the students and is seen as a guide and a mirror in

improving their skills as students and future teachers, so in the end they really contribute to the development of education” (Lito).

In relation to the teaching and learning activities, the current situation in the Faculty is that some of the teacher educators are doing their study overseas. This is part of government plan to upgrade the teacher educators’ knowledge and skill. However, the other teacher educators remain actively doing their teaching. The teacher educators that work at the faculty will take turn after their colleagues finish their studies. Under this condition sometimes, English Department find it hard to cope with the supervision of the class teaching. Another stakeholder highlights that

“At the moment I can say like this some teachers they are going to continue their study and some are getting jobs outside the country, so sometimes the English Department encounters difficulties but all teaching and learning are running well in general. It means that a lecturer has to teach in the class which is maximum 16 meetings per semester” (Liborio).

The same participant identifies the methods and strategies for supervising the student teachers in the curriculum: There are some important subjects and training preparation for the teacher educators to prepare the future teachers. Talking about the methods and strategies in supervising the student teachers, the participant adds

“Transitional Curriculum, Minimum Curriculum Content and European Curriculum Transfer System (ECTS) are using a subject that called Teaching English as a Foreign Language (TEFL). TEFL subject normally is divided into two levels: TEFL One and TEFL Two. This subject aims at preparing the students in methods and strategies to teach the language. Also today many teachers are sent to Bali, Indonesia to have TESOL (Teaching English to Speakers of Other Languages) training for a month. They are also granted the certificate from Trinity College in Bali” (Liborio).

In order to develop student teachers’ professional skills in teaching, it is important for the teacher educators to guide or lead them theoretically and practically. As Calderhead and Shorrock (1997, p. 8) state, “preparing teachers for the profession is a complex and challenging

process. In designing teacher training course, difficult decisions have to be faced about structure and content of the course". One of the informants states that

"Theory and practice of supervision for the student teachers help the students to develop their skills through case studies, role playing, and analysis of teaching" (Tembo).

In this modern era everything rapidly changed including education, so the strategies of the government especially Ministry of Education and university should be able to adapt to the changing time. In relation to the condition of East Timor, in reality after a decade of independence the rapid economy growth and life of the community rapidly change due to globalization so, one of the ways for adapting with the situation is finding strategies to develop education. The report of Ministry of Education, Culture and Science (2013, p. 9-10) notes that

"Society and the world of the pupil are rapidly changing, and schools have to continually attune productively to these changes. In some respects this has made the occupational practice of teachers more complicated: educational subject matter undergoes rapid change, knowledge about how to teach is expanding, research has entered the school, teachers have many tasks in the social sphere, school populations are increasingly multicultural, pupils with special educational needs are integrated into regular classes, etc. Educational innovations follow one another in quick succession, and cooperation among teachers has become a necessity in order to meet new expectations and demands from outside the school. Further, the educational context is affected by other developments, such as the rapid development of ICT and competition of other socializing contexts".

4.4. The curriculum of ITE in UNTL: key components and the need to educate the educators

ITE curriculum is the key to enhance the student teachers' professional knowledge in order to become qualified educators in this new country East-Timor. Modiba and Stewart (2019, p. 1520) state that, "Teacher development has to focus on knowledge and practice standards for all teaching specialization and professional practice". In order to support professional development within teacher education, it must be supported by a good curriculum system. For the curriculum

designers a curriculum needs to adapt to the conditions of the country's development. If a curriculum is not well designed, it will be hard to achieve the quality of education described in the goals of the National Education. As a participant states

“The key component is the curriculum because the curriculum is essential for everything. If we have a bad and not a good curriculum, the future of the students and the learning outcomes will not be addressed” (Liborio).

The components of ITE include the subjects of the study, which is related to teaching pedagogy, skills and knowledge that are offered to the student teachers. ITE should provide clear descriptions and present clear ideas about what should be included in the curriculum and what the key components that it should entail. For instance, one of teacher educators states that teacher educators should be well prepared to

“Demonstrate knowledge, understanding and practical skills in the area of the curriculum or subject(s) to be taught, referring to the national guidance where appropriate. He/she needs to know how to match the level of the curriculum and subject(s) to the needs of students and how to use, design and adapt materials for teaching and learning to stimulate, support and challenge students” (Tembo).

According to Livingston and Shiach (2019, p. 162), it is essential to “Involving the development of teachers with deeper curriculum content knowledge, capable of: investigating learning and teaching to promote and improve pupil learning; presenting curriculum that is relevant to all people; and being confident exploring and adapting to new learning and teaching methodology, including new technologies”.

Other participating teacher educators spoke of the need to educate quality teachers taking into account current challenges of such a young country as East Timor. As such, issues of employability, professionalism and professional knowledge are required of a teacher along with the need for evaluation of the curriculum in order to foster the quality of education. A participant states that

“The key goal of the Initial Teacher Education is to produce a good quality of education for the learners especially at the university and the faculty of education. Another key component is how we see the output of the university. Do the students that have been graduated from the university get jobs? Besides that, we need to see the curriculum related to the real condition of our country. When we want to reform curriculum it is necessary to have evaluation. We know the strengths and weaknesses that may lead to reform and change in the curriculum. Finally, the key component is professionalism or competence in the area of study and transfert of the knowledge to other contexts” (Leleon).

One stakeholder highlighted the need to look at the key components of ITE curriculum in the light of its understanding in national documents and taking into consideration existing conditions for its development in East-Timor:

“The curriculum is uniform and related to science, so it should be standardized in national, regional and international levels. To meet the standardization, it must be supported by the facilities like infrastructures; we should have sufficient resources to implement the curriculum. Besides that, it is also important to improve the quality of educators through education or training to support the teaching and learning” (Lidonio).

As this last quote illustrates, in the participants’ accounts, issues such as the conditions and current characteristics of the country are very much prevalent. Along with these are also issues pertaining to the need to educate the educators that is seen as a priority to be addressed. Moreover, one stakeholder stresses that

“When we talk about a curriculum, it is as a nest for educational formation. The key is that we have to think that to where the students are led. When we think about the leading of the students, we need to see the general principles and specific principles. The general principles, for example, if we put the general objectives and specific objectives that are reflecting the visions and missions of the faculty education itself that educates people to be educators in the future of East-Timor. So, we have to look at what inspire us

in terms of the profile the educators. Then, the materials that we have to specify and identify which subjects are general that can respond to the vision and mission” (Lito).

As for the student teachers’ views, they also mentioned issues related to what they consider to be the key components of ITE according to their own experience. Most of them identify Microteaching and field teaching as two key components of ITE as they provide them with opportunities to learn how to teach including issues of lesson planning, pedagogy and didactics of how to teach English, and preparation of materials. But they also highlight the need to master theories of learning and getting to know well the goals of the curriculum and its content:

“The key component is Micro Teaching. From this we learn how to prepare materials like lesson plan and time management for class teaching. Then, Field Teaching is really important because when we learn the lesson from the university, we need to put it into practice. We also need to know theories such Teaching English as a Foreign Language and other teaching pedagogies. Another key component is the resources that are available for the students and teachers, so that both of them are achieving the objectives of having good quality. Finally, a teacher should understand well the objectives of curriculum” (Gilberto).

There are some points in teacher education concerning with the background to be an educator. An educator should have sufficient skills and competence in the area of study or education. In some advanced countries, educators in schools at least master degree. Vieira, Flores, Silva, and Almeida (2019, p. 42) state that “One trend has been identified in some countries in a move towards higher qualification for pre-service teachers at a master’s degree level (e.g. Finland, Portugal, France, Malta)”.

Looking at these advanced countries, East Timor is still far way. However, it is moving up if compared to a decade ago. For example UNTL in the year 2000 most of teacher educators have only undergraduate degrees and now mostly have already in masters. This condition can be changed in the next decade. Curriculum should include or provide sufficient knowledge, skills and facilities to meet a standard requirement. The components that are identified by the student teachers are as follows: the procedures to equip prospective teachers with good knowledge, attitudes, behaviors, and skills, in order to teach the classroom effectively. Another key

component related to the teaching profession is for example, teaching pedagogy, didactics, English skills, Micro teaching and field teaching practice, plus the subjects like philosophy of education and psychology of education. Furthermore, Counseling and Advising, Ethic and moral English and Grammar and Structure are also important because in the schools we are not only teaching Ethic and Moral but we teach English. Finally, all teaching strategies planned by teachers as well as those of the classroom or learning environment (such as independent study and field work) are also important.

Most of the students also underline the need for good materials in order to be able to teach English and issues of classroom management and practice of English as a foreigner language. Teaching methods, planning and assessing are also emphasized by the student teachers. Some student teachers that are doing their field teaching also identify some other key components in the arrangement and improving learning and teaching skills through searching for the references related to the curriculum requirement:

“The key component of the Initial Teacher Education is getting good English books and textbooks or English lesson based on the curriculum. The teaching practice in the classroom should follow the textbooks in practice in schools and the student teachers need to have very good skills in the teaching and learning process, especially English skills and teaching methods. Then, other key components of ITE curriculum are time management, planning, assessment, evaluation, and classroom management. These are also important as becoming a teacher is not just teaching materials but also educating pupils” (Geornina).

As this last quotation illustrates, student teachers acknowledge the need to be competent in curriculum content, teaching methods, planning, assessing, etc., but they also recognize the need to pay attention to the core issue of becoming and being a teacher, i.e., the development of professional identity and the need to possess core professional values and a sense of purpose for teaching. The following quote also illustrates this:

“When a student wants to become teacher, he or she should have a sense of being a teacher. If anyone wants to be a teacher he or she needs to fulfill all the requirements of being a teacher” (Maia).

Overall, ITE needs to prepare student teachers with skills and knowledge in the areas of the study. This is also highlighted in teacher educators' accounts.

“We include general subjects, which are called general subjects. After that, it is necessary to address the specific subjects for the faculty, which lead the students as future teachers and especially in the department concerning specialization in the area of study” (Lito).

4.5. The negative and positive aspects of ITE

The participants in this study identified the positive and negative features of ITE that are related to the condition of the new university. Much of the university's budgets are coming from the government. This is in certain aspects good for both learners and educators. However, in other aspects there are still some complaints from both teacher educators and learners in the process of teaching and learning activities in ITE. Table 14 summarizes the positive and negative aspects identified by the participants.

Positives	Negatives
<ul style="list-style-type: none"> • Incentive given to teacher educators to continue their study at master and doctoral levels. • More students interested in enrolling each year. • Teacher educators' effort to professionally do their jobs. • Teacher educators sometimes spend their own money to buy and copy books and teaching materials. • Faculty and university work hard to improve the quality of education at UNTL. • Students can easily get jobs before and after completing their studies. • Existence of an English Language Centre for English Department that provides the students with some good books and computer room. • East-Timor government fully supports the finance for the running of the university. • Government investments in ITE to provide the schools with the qualified teachers. • Teacher educators are ready to start class on time each year. 	<ul style="list-style-type: none"> • Some teacher educators are not teaching according to their background of study. • Facilities are not sufficiently available. • Teacher educators are sometimes overloaded in teaching or supervision. • Too much bureaucracy • Procedure for selection new students: Ministry of Education is taking over the recruitment of the new enrolment students so the students are often not properly selected. • Some students do not want to become teachers when they finish their study but they work in international NGOs and companies. • Slow internet access. • Most of the annual budgets are coming from the government, so there is less autonomy in the campus. • Ministry of Education does not pay enough attention to the graduate students who show quality to teach at school. So, companies and private school recruit many students. • Teaching schedules change every year, which affects the time line of school year.

<ul style="list-style-type: none"> • Every teacher educator has syllabi and lesson plans for teaching. • University fee for every student is very cheap so every student is able to pay for it. 	<ul style="list-style-type: none"> • Insufficient facilities and equipment to support teaching and learning activities • Until is the only public university with fewer facilities cannot accept every student that enrolls.
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Table 15. Positive and negative aspects in ITE in UNTL

In the English Department the teacher educators are mostly doing master and doctoral degrees. English Department is more flexible to do cooperation with other institutions or universities. Moreover, English Department provides more opportunities for the volunteer international teacher educators. In relation to the teaching and learning activities there is a lack of resources; however some educators have some good preparation before teaching but some educators are not having a sufficient preparation for teaching. A student teacher reveals

“The positive aspects like some of the teachers before coming for the teaching they have some good preparation such as lesson plan and methods” (Geofre).

On the other side, there are also some negative aspects that are identified by the participants. The negative aspects are big obstacles for the teaching and learning process: more students and less space so that sometimes a teacher educator finds it hard to get a room for teaching based on the schedules. An informant states

“I find it really hard to find our room to teach because the space is not sufficiently available” (Tomas).

Other issues are related to the schedules of teaching at university. Based on the regulation, one subject must be 16 meetings per semester; however, few rooms and many holydays affects the teaching process. As consequence, it is not easy for a teacher educator to fulfill the requirement. In relation to this, a participant expresses that

“Sometimes, we have too many holidays which impact on the teaching and learning. Then, the facilities are not so good because our chairs and classrooms are fewer so the conditions are not good for the students to form into groups in class and the teachers cannot implement various methods because the chairs cannot be moved” (Teodor).

4.6. The profile of teacher educators

There are various demands and criteria of teacher educators' profiles. Normally, the profiles of educators at the university should be situated at a high level of competency. The competency here refers to the fact that educators must have high quality of education or skills to lead students related to their needs. Having qualified teacher educators is a long process. A person needs to have clear objectives to become a teacher. A person also needs to be in health condition physically, mentally and spiritually. Physical means when a person wants to be a teacher; he or she needs to have a good health because it is about educating people. Mentally means an educator cannot be an up normal person. Spiritual signifies, becoming a teacher, he or she should be aware of being teacher. According to a participant:

“An educator must have a good health and a good mentality. Good health means the educator must be physically healthy. Then, good mentality signifies that an educator must have a good quality in his or her education. In other words, he or she must graduate from higher education especially in education. Then, the teacher must be good in for example, teaching method” (Geronimo).

Harden and Crosby (2000, p. 6) identify six areas of activities of the teacher that can be summarized as: “The teacher as information provider; the teacher as role model; the teacher as facilitator; the teacher as assessor; the teacher as planner; the teacher as resource developer”. Moreover, having qualified teacher educators refers to the level of education. A teacher educator needs to achieve a certain level of knowledge and skills. A teacher educator regarded as eligible to teach at university level in this modern era should meet certain criteria or condition. Some universities recruit teacher educators based on their development. For example the universities in Europe, United State of America, Australia and in other advanced countries, the criteria are higher. It might be the best-qualified persons that are eligible to take the position. Regarding East Timor, the profile of teacher educators is describing by one participant:

“The profile of teacher educators minimum requirement for educators should be master degree, doctor or PhD. Now many have graduated from masters and two or three are

still on the process of doing their masters at UNTL whose teachers are coming from Portugal” (Liborio).

Furthermore, the profile of a teacher educator is not only about to the level of degrees he or she has. An educator should be good in knowlege and skills in teaching methods. In certain cases, some teacher educators’ education backgrounds is not educators but they are allowed to teach. The criterion of a teacher educator to be able to teach should be based on his or her background of the study. He or she masters the designing of teaching materials and methods and finally he/she needs to love the teaching profession.

“There are three things that an educator should have: Firstly a teacher should prepare himself or herself and secondly, he or she should dominate the material of teaching. Thirdly, a teacher should have a good commitment for teaching” (Gino).

In addition, teacher educators should have several abilities: cognitive, affective and psychomotor. The cognitive dimension refers to an educator ability to understand the world or the environment around the schools. The affective dimension is related to moods, feelings and attitudes regarding to the teaching profession. Meanwhile, the psychomotor dimension relates to teaching development skills. One of the participants adds that

“When we talk about the profile of educators, an educator has to have three aspects (cognitive, affective, and psychomotor) in his or her life so that he or she can become an example for his or her students and a subject of its own educational development” (Lito).

Furthermore, teacher educators should be aware of the teaching profession fpcusing on educating people. This means to be guide people or students to know a subject. Moreover, an educator should know how to lead the students to achieve their objectives. Another teacher educator describes that

“Teachers should place themselves as the center of education, because the students’ success lies on teachers’ teaching methods. A professional teacher is like a car driver ready to carry the students to the right destination in a way that is sincere” (Tembo).

A teacher educator should have high skills and intelligence, so the recruitment of teacher educators in the current situation is needs to be more demanding. The selection is normally handled by Ministry of Education and UNTL. The announcement of the recruitment is open to the public:

“The teacher educators are recruited inside and outside English Department to teach within English Department and other departments” (Liborio).

A teacher educator should be flexible in terms of decision making about autonomy of the students in the class teaching. Anderman and Anderman (2010, p. 111) states, “Teachers have to make daily decisions about the amount of autonomy that will be afforded to students. Whereas some teachers provide students with many opportunities to make choices during the school day and other structure learning environment so that students have few occasions to experience autonomy”.

The lack of professional educators in East Timor leads to the establishment of teacher education. In this case, the goal of teacher education at UNTL is to prepare and provide professional educators for the schools around the territory of East Timor. Most of the student teachers participating in this study expressed their objective and willingness to be the future educators because they want to develop the country and to help the young generations. However, some student teachers do they study at the English Department because they want to improve their career and communicate internationally. The key components of teacher education are to provide the students with knowledge and skills especially English skills and theory and practice in teaching methodologies. Teacher educators should be qualified in their areas of studies. In relation to the condition of the teacher education, both educators and the learners are actively doing their teaching and learning; however, the facilities are not good enough.

Chapter V

Curriculum reform of ITE

This chapter discusses the various aspects of the curriculum reforms at the UNTL. It also explores the reasons for various curriculum reforms, the education import and the need for a curriculum evaluation. It further looks at curriculum implementation and the lack of qualified teacher educators. The chapter also addresses issues of autonomy and relevance of ITE, particularly the ECTS'S curriculum. The chapter ends with issues of context and influence of external experts.

5.1. Why the curriculum reform of ITE in the UNTL?

There are various reasons for the reforming the UNTL curriculum since the university was established more than a decade ago. Some of the reasons relate to on the development of the community and globalization. According to the report of the Ministry of Education, Culture and Science (2013, p. 17) "Social developments have introduced large changes in the context of education and schools. Society, education, and schools are no longer the same as they were sixty years ago. As social institutions, schools are strongly influenced by these developments". In this regard, there are different ideas expressed by participants in the study. Some informants agree with the reform; other do not. Moreover, some informants agree with curriculum reforms on the reason that the old curriculum should be changed because times are different. Some participants stated that the curriculum has changed not based on any evaluation however, but on the political decision. So, the curriculum is reformed just based on the will of the political leaders. In terms of adapting to the condition of the community and the era of globalization, one of them stated:

"Curriculum reform is about how to update the curriculum, which reflects the global change like world change, modernization. We have to pay attention to the things that reflect the necessity and the spirit of the country so that the country can be led in the right way. Moreover, the curriculum that we have can be in the context of regional and global change like the Asian Universities Organization; European Organization and in Africa" (Tino).

Another objective of the curriculum reform is to have a target in terms of the number of the students in and out of the university in a year. Curriculum transformation is also to apply a packet system, which can encourage students to finish their study on time:

“The curriculum changed to have a drop out system for the students if a student cannot finish his or her study on time. The previous curriculum did not have the drop out system. Then, the objectives of Ministry of Education are to reform curriculum because they want all of learners not to spend more of their time at university and they can finish their study as early as possible” (Leleon).

Normally the objective of reforming a curriculum is to improve the quality of education and it is also based on the needs in the community or school for the betterment of the life in community. Curriculum reform at UNTL is to adapt to advanced countries in the hope that the curriculum can be accepted globally:

“The final objective is improving the quality for everyone as requirement and the diploma that gained by the learners can be valid for all people and use it everywhere” (Lidonio).

As far as reform and innovation are concerned, Pacheco (2001, p. 151) argues that innovation is linked to curricular changes that contribute to the transformation and improvement of processes and practices of teaching - learning and hence, to confirm the educational success of students. The author states that (2001, p. 165)

“The conception of change present in the curricular reform can be either of a technical nature (with decisions, for example, linked to curriculum plans, disciplinary areas, changes in teaching time, proposed new program content) or of a procedural or cultural nature (from a practical deliberation and a responsibility of the educational actors in the curricular construction)”.

Another objective of curriculum reform is to move from the classic system to modern system. The classic system is only one-way communication in which students all the time listen to the teacher. Meanwhile, modern way is about student-centered teaching, in which students are more active in the class and the teacher acts as a mentor, facilitator, and supervisor. In reality the English Department has put into practice teaching and learning, the educators need to teach based on lesson plan, within a student-centered system. In the lesson plans a teacher should

use the methods, which are called Teacher Talking Time (TTT) and Student Talking Time (STT) systems. In the system TTT a teacher should use certain time or minutes to explain the topic and the rest of the time is given to the student to discuss the topic given:

“The lesson plan should be creative, so the teachers do not talk too much. They call it Teacher Talking Time. It should be less and it means that they should only explain the guidance or the material, and the rest of the lesson plan should be based on the students speaking - Students Talking Time. So, in one class, in the lesson the teacher may talk 20 minutes only or 20% only. The 80% should be given to the students to talk” (Liborio).

Since the implementation of the new curriculum, the educators also give assignments to students based on the student-centered program. The assignments are given to students to work in team or group and finally they can present in the class.

5.2. Why is change needed?

The Ministry of Education and the national university encountered difficulties for initiating the curriculum reform for higher education. The difficulties are about human resources. Human resources refer to the situation of East Timor because it lacks Timorese curriculum specialists that can make a reform on the national curriculum based on their area of specialization. However, the demands of the development of the Timorese people related to globalization forced the government and university for setting up a new national curriculum for higher education. As Tyler (1974, p. 256) states, “Today we continue to build curricula without comprehensive theory. To shift the metaphor, we are carpenters, not architects. Can we not begin to build a sound architectural theory, one that is periodically reexamined, continually tested, and able to deal intelligently and comprehensively with changes in society and in knowledge?” Existing conditions make it more difficult and challenging with the limited annual budget for national education to hire experts from other countries to help setting up the national curriculum. On the top of that, the Timorese intellectuals are available but some of their background is not education and specifically curriculum development. They are entitled to do anything for reform the Timorese national curriculum as an independent country. In the curriculum reformation, the key points the

curriculum developers need to take into consideration is first, thinking of quality; second, cooperation with educators or academics and community; and thinking of the needs of students or community. Snyder cited in Marsh (1997, p. 99) states that a quality system is developed through 3 stages: “First, awareness of collaborative approaches in setting goals for improvement and emphasizing activities. Second, the staff concern about the interdependence of their activities to achieve the objectives. Third, transforming the work system shared by the staff to develop their professionalism related to the needs of the community or common agreement”. In this case, the Minister of Education reformed the curriculum in 2005 from transitional curriculum to Minimum Curriculum Content. Based on the formal document the new national curriculum states that:

“A National Commission for Minimum Curriculum Content for Higher Education was established based on an appointment letter (Dispatch) of the Minister of Education on 3 January 2005. The objectives of the Commission was to develop Standards of Minimum Curriculum Content for all academic programs currently delivered by institutions of higher education in East Timor and others formal courses as necessary. The members were: Aurélio Guterres, Ph.D, João Cândia Freitas, Ph.D, Dr.Lucas da Costa and Victor da Conceição Soares, M.Eng”.

The working result of the commission lead to the minimum curriculum content which was implemented in the 2011 at UNTL and this committee was ended. This new curriculum was only implemented for two years and it was reformed/changed to ECTS curriculum. The reasons for this second change relate to the subjects loading per semester. The previous curriculum still had more subjects per semester than the current one (ECTS). In previous curriculum, there were minimum 8 subjects per semester. However, the new national curriculum is maximum 6 subjects per semester.

“The objective is the transitional/the Indonesian curriculum to be regarded as a busy curriculum, which means too many subjects but few credits. All parties like learners, educators, institution, community etc. can logically accept this condition” (Teodor).

In the curriculum reform of higher education, there are two challenges according to Williams and

Fry cited in Furlong and Smith (1996) regarding the tensions between continuity and changes that in higher education are sharper than ever. What must be preserved, what needs to be changed, and what should be reformed are becoming matters of day-to-day concern. Even amongst people who are well informed there is disagreement and confusion about what higher education is doing and what it should be doing. Thinking about the development and change in the conditions of East Timor, it is seen a right decision to make a change in the national curriculum although there are some challenges faced by the government. In this case, the basic fundamental thinking is about innovation. Also, Pacheco (2001, p. 151) states that “Curriculum innovation is linked to changes that contribute to the transformation and improvement of teaching-learning processes and practices and, consequently, to the confirmation of students' educational success”. Regarding innovation, everyone can accept it logically however, the issue here is curriculum changed within a short period of time from the Transitional Curriculum to MCC and then ECTS. Normally when a curriculum is reformed, it is based on the needs of the students, teachers, and the community in general and after going through curriculum evaluation. In this regard, one of the participants expresses that:

“There is no reason to change the curriculum because the previous curriculum was well enough. I think the objective is only to change the system. To change a curriculum is not easy thing. It does not depend on what we want but it is necessary to evaluate the curriculum that we have or have implemented. Asking the opinions of all parts. Then, based on the evaluation, we can change or reform it. The reality is that the objective of changing the curriculum is because of the interest or project, or related to money, the stakeholders did not think about curriculum evaluation” (Leleon).

Moreover, a curriculum reform is not one-sided decision like the decision only from political leaders, but it should take all parts. Taking all parts in the community is important because curriculum is complex and the change is for the goodness of the community itself. However, Tonna and Mifsud (2019, p. 58) argue that “The impact of policy on the teacher education reform agenda sometimes sends the teaching profession into a reactive mode”. Also, according to a participant:

“Political Decision from the political leaders to decide anything (curriculum) is easy; however, the implementation is not that easy. For example, for the subject of Basic Politic of Education and History Schoolings in East Timor, there is no one of the educators that has his or her background on this subject” (Tilman).

Furthermore, some leaders or political leaders when they get to the higher position in the country, normally, they want to make something new; however they sometimes do not have a good analysis on their decision. Vieira, Flores, Silva, and Almeida (2019, p. 41) argue, “Changing is a complex process. It requires time, energy, and commitment from the part of the various stakeholders. It also depends on institutional and professional conditions”. In this regard, another participant states that

“The condition in our country (...) many of the leaders because of the political decision, for example, every new leader always wants to make something new to show he/she has high ability of reforming things. However, they do not think about the impact of their decision. This can be seen in the changes that we have experienced for example, “Minimum Curriculum Content”. This curriculum has only been implemented for at least two years, and again it was replaced by ECTS” (Teodor).

5.3. The new curriculum: challenges related to education import and lack of curriculum evaluation

Usually before a curriculum is implemented, it needs to be socialized to the schools and community. The socialization is important for the schools or institutions to analyze and to adapt to the new system. A new curriculum system is necessary for the schools institutions; educational stakeholders and school personnel need to have sufficient preparation before its implementation. However, what happened at UNTL is that students and community do not know anything about the curriculum reform. Student teachers complain about it as the following quote illustrates:

“We are honestly blind in terms of information because from the Ministry of Education and UNTL there was no socialization for the curriculum reform. Suddenly, our university

implements the new curriculum, like when the Minimum Curriculum Content has been implemented for a while, and suddenly substituted by the ECTS. Finally, there is no clear reason why they change the curriculum” (Sezarina).

As a consequence of no curriculum socialization, some students do not trust the stakeholders of national education. Sometimes the national education just relies on the foreign experts to set up curriculum. Under this condition, the national education could just accept the offer or advice from foreign experts and do not neglect curriculum evaluation before changing it again. The participants are also critical of the idea of importing education through the visit of foreign experts without taking into account the situation of the country and its specificities.

“The curriculum always changes every year. Probably it is because of the political project. Maybe some foreigners that come to East Timor to do their research offer or promote the new curriculum system and the officials here only accept it. The stakeholders never go to the schools to ask or get opinions from the teachers, students and community. Some of the stakeholders from the government do not understand the curriculum so that when the project of the curriculum change is proposed to them, they just approve it, but without evaluating it” (Gino).

This situation sometimes makes the students confused about the reasons to change the curriculum, as it affects the students’ learning process, i.e., when the students come to the new semester, they face the new subjects or system specially the lower semesters students. These lower semester students were forced to adapt to the new curriculum, luckily, some subjects still exist in the new curriculum and the students do not need to redo them. However, in the case of new subjects that appear in the new curriculum, for example in semester one or two, the students need to go back and do it. One participant spoke of this situation:

“When I come to the new registration for the new semester I only got the explanation from my educator that “You are the old student so now you are going to the new curriculum without a detailed explanation. In reality during the three years the curriculum always changed and this affects the students in programing the subjects or credits points. For example, first and third semester students, when the third semester student

failed some subjects in first semester, he or she will go back to program the subject, then the subject no more exists!" (Geronimo).

The curriculum only changes in the system, however, most of the subjects still remain the same, and only few subjects are new in the new curriculum. In the Minimum curriculum system, if the students fail in the final test, they would have no another opportunity to have an exam. Meanwhile, in the new curriculum (ECTS), the students will be given a chance to re-exam. One of the English Department stakeholders explains that:

"The content of Minimum Curriculum Content is still not changed. Only the credit hours of ECTS is higher the Minimum Curriculum Content (MCC). In the MCC when the students fail, they fail the chance for another exam. However, ECTS still give another chance for the students to sit the exam, it seems like a package" (Liborio).

5.4. Curriculum implementation: dealing with three curricula at the same time and lack of qualified personnel

In the implementation of the new curriculum, there are several important aspects to look: first, challenges that staff encountered during the implementation of the curriculum reform. Second, the materials used for daily teaching and learning activities. Third, the views of the participants related to the difficulties that they face. The challenges are always encountered by every organization in particular when it is about implementing a new program or curriculum change at UNTL. However, if the challenges are too much, they can represent an obstacle for this organization to move forward. Normally, people in any organization are working hard not to resolve the challenges and difficulties but to minimize them. The challenge itself is not only caused by the lack of resources but also at the implementation of the new curriculum. Challenge is also caused by the changes themselves and the ways in which the changes are perceived and managed. In this case, the change of the curriculum system can affect the delivery of teaching. As Early and Rehage (1999, p. 209) state, "curriculum changes are radical to the extent that they change the knowledge distributed by school or the way in which that knowledge is distributed. Curriculum change (if radical) may change the teachers to allocate their efforts (that is, the way teachers work) and they may also undermine conventional notion of what it means to

be an educator”. There are three curricula being used at the same time: Transitional Curriculum, Minimum Curriculum Content and European Credit Transfer System. The transitional curriculum is nearly ended because out of the old students that enrolled in the year 2000 to 2010 only few numbers still remain. Then, the students for the Minimum Curriculum Content are still many, they need to use or going with the new curriculum, which means the old curriculum (MCC). One of the stakeholders explains that

“There are three curricula applied at the same time right now. The transitional curriculum (the Indonesian curriculum) is being used since the year 2000. Today 2016, the curriculum is the last for the students that enrolled at the English Department 2009 because a few of them are still at English Department” (Liborio).

Normally, when a curriculum is implemented first we need to have a good preparation. The preparation means the availability of resources such as adequate teaching and learning facilities and human resources. Human resources referred to the educators that need time to prepare for the adjustment with the changing systems. As one of the participants explains

“The important thing is that before the implementation of the curriculum, the educators should prepare and train themselves. If the educators are not well prepared, then, the curriculum implementation will not be going well” (Tino).

In reality, most of the educators are not well prepared for the curriculum implementation and there is a lack of availability of resources or facilities to support the implementation and the supervision. As consequence of not good preparation for the curriculum implementation, the process of teaching and learning activities are depending on the willing of the educators of how to execute the teaching based on their own interpretation. As Ramsden (1992, p. 12) states,

“Teaching in higher education is a very complicated and detailed subject. It takes many years of practice to learn how to do it well, and even then, you will not have learned it enough. Some lecturers do not know where to start improving it; at once overwhelmed by an unwilling to admit its complexity, they ask for a set of rules that will solve all their difficulties. Half of the difficulty with doing it better knows what the real problem is, of

being aware of what we do not know. In order to be clear about what we do not know, we will find it useful to ignore the details of teaching and from a picture, a simplified description, to help us to understand our problem”.

There is an impact of no socialization and no sufficient preparation for the educators of teacher education of the new curriculum implementation, affecting the teaching and learning process. In the previous curriculum, the teaching systems were more focused if compared to the new curriculum. In the previous curricula even in the transitional curriculum and Minimum Curriculum Content, the English skills like speaking, listening, reading and writing were taught separately. In the new curriculum system these English skills are taught as integrated skills. Schritteser (2019, p. 138) explains that “Efforts to introduce change often falter because schools are unaware of the crucial factors that need to be considered when trying to implement innovation”. This condition makes educators to find it hard to adjust themselves.

"Some new subjects, the educators are not familiar with or not based on their background of studies. The new subjects in the new curriculum sometimes make the students and educators confused because they used to do the subjects in the previous curriculum. It was clear for example the four skills in English such as speaking, listening, reading and writing which were taught separately. While, in the new curriculum the four skills are taught as integrated skills. In the new condition or system makes both educators and learners not easy to focus in the teaching and learning” (Tilman).

Again, some of the participants are frustrated with the new curriculum implementation affecting the teaching and learning process and questioning the competence of the stakeholders in understanding the curriculum system. They stated that the curriculum to be changed needs time to prepare for its implementation.

“The curriculum is always changing, so on my mind I asked if the personnel in the Education understand the curriculum or not? Or they study about the curriculum or not?” (Gino).

The curriculum cannot be always changed within two or three years. If it is always changing, it means that the old system is neglected and the new one needs to be in place. Lawn, Prescott, and Harris (1975, p. 3) argue that, "In the new situation, there are no familiar routines to fall back on; and the activities which normally look after themselves, which are carried out routinely and automatically, but have to be planned consciously and deliberately. Teachers and students no longer understood roles of perform, and one cannot assume that others will precisely do what one expects them to do". In regard with the curriculum implementation, since the university was established, where the implementation of the Transitional curriculum, Minimum Curriculum Content and ECTS, the language of instruction is depending on the educators to use the language that is known by the students in the daily basis of teaching and learning activities although the policy makers decided to begin using Portuguese language in 2013. A university stakeholder states that

"There were two things first the teachers used the Indonesian language in all the departments except English Department and the teachers used mix languages among Portuguese, Tetum and Indonesian languages. Then, it is followed by the long process of formation for the educators from the year 2000 to 2013 and then it began to use Portuguese language as an official language and a language of instruction in education" (Lito).

The objective of changing and implementing the new curriculum is to improve the quality of education in East Timor generally and especially at the National University. However, if the implementation of the new curriculum is not supported by the resources required, it can affect the effectiveness of teaching and learning. The spaces at UNTL are not sufficiently available. Besides that, the number of educators are also limited, so they are often overloaded.

"The problem that we have not enough space because this ITE is a big faculty which consists of 8 departments. Another problem is when most of the lecturers are sent to study overseas, I myself sometimes handled 7 subjects in a semester" (Liborio).

Advantages	Disadvantages
Some new subjects responded to the necessity of the students.	Some important subjects based on the needs of the students do they are not existed anymore (for example Advanced Writing).
There are more credits and few subjects if compared to the Transitional Curriculum.	Less credits when compared with ECTS curriculum.
MCC is the national curriculum set up by the Ministry of Education.	Minimum Curriculum Content was implemented for two years. Students still not graduated from this curriculum and it is changed to ECTS curriculum.
There are only 6 subjects per semester. The previous curriculum was 8-10 subjects/semester.	If students fail one subject for example English One they can program English Two in the next semester. This condition sometimes makes students find it hard to go back reprogram English One.
There are more credit hours and few subjects.	All the subjects in English skills are taught as integrated skill so that the teaching is not focus on certain skill.
ECTS curriculum is an international curriculum used in Europe	It is a bit hard for Timorese to cope with the systems.
ECTS curriculum entails quick thinking, quick teaching and quick act.	The lack of teaching facilities and spaces for implementing students' center curriculum.
Student- centred method in teaching	No sufficient facility to support the implementation to create/improve quality.
Students have more opportunity to finish their study because they can seat again for another test	ECTS is more advanced to the level of students and educators so it needs time to adjust.
ECTS is aligned	

Table 16. Advantages and disadvantages of Minimum Curriculum Content and ECTS curriculum

There are some differences regarding MCC and ECTS curricula when compared with the Transitional curriculum. Both curricula, MCC and ECTS, especially concerning English skills, are taught as integrated skills. So, in the new implementation, the educators have to adjust with the new system, sometimes both educators and learners do not focus on their teaching and learning effectively. The disadvantage of this new curriculum is related to the educators who do not use the new system so they find it hard to teach. The educators complain about the new system in relation to the previous curriculum:

"The previous Transitional Curriculum is better because the new curriculum, although the students have reached English V, they are still very limited in speaking and writing skills. In reality, when I myself teach English V, the students complain to me that during the class for English I to English IV they are learning nothing because what they learn is too general" (Leleon).

The students still cannot improve their English skills, although they already were in the highest semester, because, probably, the teacher educators do not know the teaching approaches of the integrated English skills. They probably do not have sufficient preparation of the new curriculum

implementation. Some participants point the reasons that affect the students' English skills. Although students are achieving a higher semester, their English skills are very poor:

“English skills are taught as integrated skills and it is difficult for us because we never master the four skills because we learn it generally. It is not like the transitional curriculum (Indonesian curriculum)” (Gino).

“We learn English from English I to VII, however students are still poor in English skills. If we do not have good skills in English, in the future we will not do anything in teaching” (Geofre).

5.5. The cooperation between the university and Ministry of Education: issues of autonomy and governance

Regarding the cooperation between the university and Ministry of Education, there will be no other alternatives to do, except establishing professional cooperation related to the professional jobs. In this case, every policy that is taken by the stakeholders at the university must be under the acknowledgment of the government for example annual budget planning and cooperation, etc.

Concerning the cooperation, technically, both institutions are always working together in annual planning for the annual budgets so that all the financial supports are coming from the government (Ministry of Education) as it is the only public university in this country. Al Barwani, Flores, Imig, and Scott (2019, p. 4) state that “Nation states are expanding their investment in teacher education and calling for change in the structure and processes of teacher preparation”. According to a participant:

“UNTL is the only public university in East Timor, so all the budgets are coming from the government. In terms of government institution and curriculum change, it is normally depends on the leaders to make the policy for the change in the educational systems. Changing the curriculum depends on the leaders that are working as government employers” (Liborio).

Regarding the annual budget, the UNTL since it was established mostly depends on the support from its partnerships such as the government of East- Timor. The budget is used for the university's clerical works, constructing buildings and sending its educators to study inside and outside the country. It is also to finance guest lecturers for the masters and doctoral programs. As one participant stated,

“The government provides funding to UNTL during the implementation of the new curriculum as this university itself as a public university. The budget of UNTL comes 100% from the government. Then the private universities until today the government provides fund through institutional subsidy for the finalist students who are accredited based on the criteria determined by the Ministry of Education” (Lidonio).

One participant spoke of the facilities and training provided by the Ministry of Education to UNTL also expressed the same ideas:

“If we talk about the Ministry of Education, I think probably they will assist the university with some equipment such as tables, chairs, and other equipment boards and some training that they will give to the lecturers to go overseas for doing training on pedagogy. But in reality at the English Department we did not get any support in terms of resources such as books or specific library. Actually we have some books here, we have Language Training Centre provided by AusAid for almost two years” (Leleon).

The following participant also supported this idea:

“Of course because this is a public university we are under the ministry of education. We are provided the building construction, for example now we have a new building that is supported by the Ministry of education. Another thing the Ministry of Education has provided is a program to send some lecturers to study in overseas like Portugal and Brazil and establishing a library” (Tomas).

Besides that, UNTL also gets support from its international partnerships, for example, USAid, Canada Aid, Australian Aid and the universities from Australia, New Zealand, Portugal, Brazil,

Philippines, Malaysia, and Indonesia. As a result, there are many guest lecturers who are currently active teaching at UNTL, especially English Department mostly from USA and New Zealand. Beside the teaching staff, there are also support from the partnerships as far as materials and Internet connection are concerned. The English Department has a mini library that was supported by the AusAid and USAid. One participant stresses that:

“This is a state university financially. Then, AusAid is currently working with English Department and we have established English Language Centre. We have volunteers and teachers from USA, Australia and New Zealand and from other countries. This is valid not only English department but also for the other departments” (Leleon).

Other participants commented on the aids that UNTL has got during this time:

“At the moment one NGO from Australia AusAid has cooperation with UNTL and Ministry of Education for English Department to establish one resource center completed with the new published books and with some modern technology. This is very helpful and all the students are asked to go there to book when they have time they can listen, they can read and they can do whatever related to the English. That is about the materials. At the moment 5 lecturers from English Department including 2 assistants have been sent to Bali to prepare how to teach the integrated skills that are to be delivered by ILS Bali for TESOL” (Liborio).

Moreover, within the cooperation there is also a program about the comparative study and exchange of staff. The exchange program makes the staff of English Department to travel to some overseas universities:

“So far a lot of methodology is about training of teaching. Specific training is like method of teaching writing, reading, listening and speaking in some institution. In Dili, I personally went to New Zealand to have some language training of how the student learn writing, speaking, grammar and learn independently by him or herself. Another example of program is all the lecturers follow the TESOL (Teaching English to Speakers of other Language) training in Bali” (Tomas).

Finally, the guest lecturer supported the stabilization of the cooperative program:

“I think that it is wonderful that Aus Aid is providing up to date and quality training in TESOL. I hope that this will improve the teaching of English throughout the department. However, I also think that in general the teachers know their subjects and the context well and provide activities for their students” (Liliana).

In relation to the new curriculum implementation, the government has a lot of attention as it is the only public university. However, the government pay less attention to the private university because the reality shows that in the current situation, some the private universities have not yet implemented the curriculum set by the government. What private universities do is still using the transitional or Indonesian curriculum. As a teacher educator states:

“The government is fully paying attention to whatever this public university does. However, the government especially the Ministry of Education does not pay much attention to the private universities. The private universities still do not use the curriculum set up by the government. Most of them still use the Indonesian curriculum. Then, the private university sometimes implements the short semester (two or three months). Many students can finish their undergraduate within two years. This can result in a bad impact for East Timor” (Tino).

The government is determined to monitor all the universities to follow or obey the regulation set up in order for all the universities to meet a national benchmark or standardization. However, most of the universities around this country still choose their own ways, for example, language problem:

“We have national regulation to monitor all of the universities; however, the government does not implement it. For example, there is a regulation that every university should only use Portuguese or Tetum languages in teaching; however, most of the private universities still use the Indonesian language” (Teodor).

Regarding the campus autonomy, the National University does have autonomy. The autonomy relates to decisions to establish cooperation with other universities and institutions at national and international levels. However in certain conditions the government especially Ministry of Education makes the policy for the university such as annual budget and building university's facilities etc. A teacher educator states that

“This University is a state university, so the government controls it through the Ministry of Education. Although we have autonomy and a system of cooperation, in certain case we want it or not, the government has right to monitor the work” (Leleon).

In terms of cooperation, there is a good cooperation between the university and the Ministry of Education. Nevertheless, sometimes some stakeholders misinterpret or do not know well each of its position as the government institutions are to decide things in the education system and professional competence related to the given autonomy. A university stakeholder explain that

“I think during this time, first, people misinterpret both university and government regulations. From the university side people make interpretation that maybe it is not adequate to say that university has a high-level autonom. On the contrary, the autonomy example the academic part, it can be said that it has 80 % autonomy in the hand of university. However, on the cooperation level, we need to listen to the stakeholders of the country. In this regard, the university is under the umbrella of the Ministry of Education. I would like to say that based on the regulation, there are many things that we have to consult with and getting the approval from the Ministry of Education. During this time, there is no clear interpretation and each person just does want he or she wants. So sometimes the university can be victimized only because of we do not follow the regulations in the right way” (Lito).

The misinterpretation of the autonomy that the National University has might result in a poor cooperation. In this regard, some participants identified the poor cooperation between the university and the Ministry of Education:

“The Ministry of Education announced that every university must use the Minimum Curriculum Contend. However suddenly the university implements the ECTS. This condition indicates that Ministry of Education and National University are not having a good cooperation but each of them walk on their own. Finally, the victims are the students. The victims of the curriculum change are the students, for example, if we want to go back to previous semester to improve our marks or scores it is not possible because the new ECTS curriculum has been implemented” (Georgina).

Furthermore, some of the participants are concerned that the curriculum might be changed again in the near future after new leaders come to power such as the university rector or Minister of Education because of poor cooperation or communication. They could use their power and autonomy to change the curriculum only at the high level as what has been done for the current curriculum. Formosinho (2002, p. 19) draws attention to a number of risks, namely: “The use of university autonomy to pursue individual interests and career rather than to develop the professional mission of teacher education courses (misuse of university autonomy); devaluation and/or mishandling of the professional certification process; mismatch between the experienced academic university culture and the advocated professional teaching culture”. One participant stresses that

“I think the decision for changing the curriculum only at the high level between the Ministry of Education and the University. Normally people say that this is the number one university in East Timor. However, in reality the curriculum is not on the right way. The curriculum is always changing within two or three years, probably in the next two years they will change it again. Although we say that this university is under the government, they are not showing a good cooperation with the university” (Gilberto).

It is more difficult when every year the new enrolment students are taken over by Ministry of Education. Sometimes, taking over the recruitment of the new students is regarded as a good thing. Nevertheless, recruiting the students more than the resources available is a big challenge for getting a good quality of education. The teacher educators argue that

“The students enrolled to English Department were selected by the Ministry of Education. Many of the students come to English Department only as a second choice’. Second choice means the students selected to the National University, choose English Department or other departments as their second choice to follow the entrance test. If the students’ first choices are out of the numbers of the students, the Ministry of Education just put them into any department as they like” (Tilman).

As consequence of the government taking over the enrolment of students the selection process is affected. This means the government does not pay much attention to the ability of the new enrolment students in the specific areas. The government only selects the good scores students and put them in any department which is not based the students’ choice. For example, when the university was still handling the enrolment, students were selected based on their choices and the university choice the best students. Normally, the English Department got the students who had good English. However, after the government took over the enrolment, each year English Department gets so many students who do not have good skills at all in English. A teacher educator highlights that

“In reality, most of the new students at the English Department lack skills at in English. Some students got high ranging or scores at schools, which are maybe made up by their teachers, so that the students can enter the university” (Teodor).

5.6. Teacher educators and learners’ attitudes toward the ECTS curriculum

There are various ideas and attitudes that support but also are against the ECTS curriculum in the participants’ accounts. Some of them support this curriculum because it is well organized. However, others are against it on the reason that the curriculum is more advanced taking into consideration the level of general condition of East-Timor. The participants that support the ECTS curriculum argue that this curriculum is from European countries which is well organized in the light of other countries development and globalization. Al Barwani, Flores, Imig, and Imig (2019, p. 4) argue, “Everywhere, there seems to be great interest in finding better ways for preparing effective teachers. There is a new focus on developing teachers skilled at instruction and communication, at devising lessons and contributing to curricula, of mastering subjects and

knowing ways to integrate knowledge across or between subjects". Under this condition, one participant states that:

"The students and the educators are okay with ECTS because every semester a student must program or finish 30 credits. So, students can finish their study quickly within 3 to 4 years like in other countries. Because the current situation, UNTL students can take 5 and more years just to conclude undergraduate course, but this curriculum needs time for the educators and students to adjust themselves to the system" (Liberio).

Moreover, in some cases the educators and the learners have no other alternatives but to reject because the decision was made by the policy makers of Ministry of Education and the university. So both educators and learners only implement the curriculum that has been decided. Furthermore, the teacher educators sometimes have to think about their subordination to the policy makers. In relation to this, one of the informants states

"I think the professors are implementers sometimes as they need to secure their jobs, so they just follow it. However, in the bottom of their heart physiologically it is possible for them not to accept it. They do not accept it because they do not understand it and on the other side that it is not the time yet to implement it" (Lito).

In contrast, sudden change can provoke the rebellious acts or arguments from the bottom side. In the real life without doing needs analysis to change things it could lead to a bad result. As a consequence, the sudden change of curriculum provokes reactions from some student teacher and teacher educators. The following reaction of one participant against the curriculum ECTS is illustrative of this:

"This curriculum is more advanced so that economically East Timor will find it hard to adjust to it. Second, our condition is not like in Europe, we just got independence and where people are still struggling hard for their life. We cannot jump up to the highest level, for example we have never been learning English and suddenly we learn linguistics in English. Third, if we implement a curriculum that was not based on the condition of the place it means we kill the student's future" (Gilberto).

As Osman and Al Barwani (2019, p. 109) state, “theory of changes can be helpful in two ways: First, as a tool, it can provide the practitioners with an opportunity to identify the assumptions about change that are often ignored. Second, as an approach to development and knowledge, it encourages an ongoing critical reflection on how programs and strategies fit into this change”. Change needs time to lead to the quality of education. Teacher educators need time to learn the instruction of the new system, they are not familiar with it. They are used to teach for example speaking, listening, reading and writing and suddenly it changes to teaching English One in all four skills at once in one class period until English Seven. This need time for the educators to practice or having special training for the new methods. As a result, the participants conclude that teaching methods are too general affecting the effectiveness of students’ learning English:

“ECTS is a famous issue in formal education because the curriculum is complicated for example, in English Department, many subjects are just accumulated in one subject. That is why our teaching and learning are not focused. The current curriculum (ECTS) is more advanced which means the subjects for English skills are from English One to English Seven. These subjects need to be studied by the new enrolment students that have already strong basic skills in English” (Francelino).

Regarding the preparation for the new curriculum implementation, teacher educators have to face the new system it is a difficult situation. The adjustment to the new curriculum system is not an easy job. Teacher educators are not familiar with it and they need more time for training. They need time to learn of how to implement the new system and curriculum:

“The implementation of the new curriculum means everything starts from zero and it can cause confusion for both students and educators. Second, the new system is really hard for the educators to adjust to it because there is a lack of resources to support its implementation. For example if there are some new subjects that none of the educators know or whose background of their study is not aligned with it, then it really means obstacles for them. Third, the big challenge is not only for teachers but also for the students” (Gilberto).

In terms of adjustment, the teacher educators need to learn how and what to implement. Then, in the implementation, the educators need to prepare their materials and syllabus related to the new system, without any expert that supports them and the resources are limited. The adjustment depends on each educator to do whatever based on his/her abilities. As a consequence, the credibility of the teacher educators can be damaged. Wiseman and Imig (2019, p. 17) adds that “Department with recognized academic experts feared that their reputation would be diluted. Program distinctiveness and credibility would be damaged”. A participant states that

“The educators need to learn the new system of teaching to adjust to the subjects’ condition or system because not all of the educators are European graduated. So it is necessary for the educator to have some vocational training to adjust to the ECTS curriculum” (Samuel).

In terms of adjustment, at the moment, UNTL has a program for all educators to continue their study for master and doctoral programs in Brazil and Portugal. It is to upgrade the educators’ knowledge in science but also Portuguese language. As a result there are already many masters and doctors over the last several years. Based on the visions and missions UNTL has to produce qualified people to develop East Timor. So, UNTL needs to have qualified educators to fulfill its visions and missions. Wiseman and Imig (2019, p. 12) argue that “The professional development for teachers is to provide the training of school leaders, and to provide services to educator preparation program”. In the English Department, there are already masters and doctors. Three educators did their masters in Portugal; five educators their masters in Australia; one of them obtained his PhD in Brazil and did the other two did their PhDs in applied linguistics in Australia. Finally, sending educators to study overseas is a way of developing the teacher educators in UNTL.

5.7. A need for curriculum evaluation: lack of attention to Timorese context and the influence of external experts through curriculum import

A curriculum is changed or reformed after having an evaluation. In East Timor there are no national curriculum experts to do the evaluation of the national curriculum. What can be done is

using the resources available and a good will to develop the national education through reforming the curriculum. Since the Transitional Curriculum and Minimum Curriculum Content were established there is no single evaluation done and none of the participants obtained information about the curriculum evaluation in higher education:

“Based on my knowledge a curriculum changes at least 5 years, but our system is different as the curriculum is only implemented for 1 or 2 years and it has changed without any curriculum evaluation. The leaders use their power and political strategy to change the system of education without using the proper method like evaluation or consulting the bottom side” (Liborio).

In order to have a good curriculum evaluation and to avoid controversy among the school, personnel and the students, the stakeholders of the Ministry of Education and the University need to cooperate in setting up a curriculum evaluation team to work on it. A participant is clear in this regard:

“I think the process of changing or reforming the curriculum of course would go through a research and the direct observation from a team formed by the Government to do the evaluation in the schools, including the Universities, and, from that, the Government can conclude that this initial method really has to be changed for some reasons, etc.” (Tembo).

During this time, the government relies on hiring foreign curriculum experts to set up the national curriculum from primary to tertiary education. One thing the government forgets to do is hiring the experts to do the curriculum evaluation. This condition does not satisfy the stakeholders at the national university. One of the stakeholders complains that

“What I see is that they only consulting the foreign experts who come to do the curriculum based on others’ countries. But in reality, when it is going to be implemented, people from other countries are also on the process of reforming their curricula. We just

want to follow the others' people steps, but we do not think about what belongs to you is yours and what belongs to me is mine" (Lito).

A team called AANAA (Agência Avaliação Acreditação Acadêmica) or Agency of Evaluation for Academic Accreditation is the body responsible for organizing the curriculum evaluation in higher education. Although this team has been established, the stakeholders from higher education who participated in the interview did not say anything concerning why there is not a curriculum evaluation:

"My idea is how this curriculum is driven, AANAA is responsible for the academic evaluation, so firstly, there are many criteria and one of them is the curriculum, we called it programmatic accreditation. If we mention programmatic accreditation we are talking about curriculum, so it relates to what contains the curriculum as what is in general and specific subjects, not just put them all there. Because of that many universities open/create faculty as they want, for instance they want to open department of law, but what has been there? In this case, AANAA started with good performance to control the universities in East Timor" (Lidonio).

Probably, the government and university think that for the emergency need, changing the curriculum is a priority to adapt first to the global condition and the evaluation of it comes later. The evaluation happened when things are changed after adapting it to current situation.

5.8. The challenges to improve the quality of ITE in East Timor

There are some necessary changes to improve of quality in ITE. The changes are: improving the quality of educators; providing more the support and facilities; training the university staff. Improving the quality of the educators mean that, in reality, in ITE, most of the educators still only hold masters level. Besides that, there are no teachers for certain subjects in the new curriculum. Wiseman and Imig (2019, p. 20) explain that "Reorganizing of an academic unit located in a large and complex university is difficult to say the least and it is clear in retrospect that massive change can impede progress and slow college's momentum". A participant states that

“First, the government needs to provide more training for the educators. Second, the government especially the Ministry of Education has to send educators to continue their study especially for the subject like sociology and psychology of education. Third, the educators recruited to teach need to have the right background. Fourth, upgrading teachers in teaching methods to ensure high quality in ITE that can provide good teachers for schools in a situation increasingly complex and demanding. Fifth, provide the support facilities” (Samuela).

Furthermore, improving the quality of education in ITE is not only through sending educators to study overseas but it is also through regular workshops and seminars. Regular workshops and seminars are related to encouraging teacher educators and student teachers to be involved in national and international academic research. At UNTL, there are some programs about research and workshop and seminars. However, most of the educators are not involved because the educators spend more time to handle large classes rather than research. Van den Berg, cited in Tonna and Mifsud (2019, p. 58) states that “Educational development is complex and brings with it unexpected problems. In time of reform and change, teachers see themselves exposed to unpredictable and unexpected environmental influences and risks”. Under this condition one participant suggests that

“Creating more activities like workshops and seminars that can help improving the quality of Teacher Education in Timor-Leste. Then, educators must be actively participating or forming academic group discussion. Discussion here means for example, the professors that handle subjects they must always discuss to deepen their knowledge” (Sezarina).

To realize the dream of upgrading the students’ and teacher educators’ qualification, it is necessary to establish the cooperation among the educational institutions inside and outside the country to share experiences. Government should improve the annual budget of UNTL especially for scientific research. One of the stakeholders of UNTL recommends that

“My recommendation is that, first, we need to continue creating cooperation with universities from other countries which we know have faculties or the departments in the high quality in formation because the outcome is as an indicator”. (Lito)

The problematic aspects are: First, the recruitment of new enrolment students is improved each year; however, the space or facilities are not sufficient. As a consequence each classroom is about 40-50 students. This condition does not allow implementing student centred system. Second, some of the new curriculum subjects are not related to teacher educators' educational background, teacher is asked the new subjects. Third, there is a lack of facilities to support teaching practice at schools and some students neglect their teaching practice because they live far away from school and there is a limited budget from government to support teaching practice.

5.9. Importing education and educational specialists for curriculum change

There is different information given by the participants related to the curriculum specialists that assisted the national curriculum reform. Some of them stated that the specialists are from Portugal and others from Brazil and Indonesia. Moreover, other specialists are from India and some participants did not know at all. The different views of the participants mean that the participants probably are not certain about who the specialists are or maybe they just got the information from someone else. This is not clear. The following statement from one of the stakeholders is illustrative of this:

“The Ministry of Education created a team called ‘national and international experts’ and the international specialists are to give support to our national stakeholders in order to do collaboration for our new curriculum that is now in progress. The specialists support our lecturers to set up the Minimum Curriculum Content. The lecturers consist of some masters and doctors from UNTL and private universities and institutions who work with the team to do the job” (Lidonio).

Moreover, the participants of the national university are like the participants from national education. However, they did said there are some specialists but they do not know where they come from.

“UNTL invited the specialists from Portugal, XXX is a Portuguese advisor that helped reforming the curriculum” (Liborio).

“I know there are some specialists; however I do not know which country the specialists are from” (Tomas).

On the other hand, one of the teacher educators gives some different information about the specialists and states that they come from Asian countries. Asian people can understand another culture and system of education because mostly countries in Asia are still under developed like East Timor. Besides that, the specialists are also from Europe and America.

“There was also a specialist from Bali, Indonesia to set up the subjects in English. Besides that, the World Bank also hired two experts from India and Europe to help designing ECTS in the Ministry of Education. After that one American replaced two experts” (Tino).

Some other participants denied policy makers’ genuine thinking about the development of the country. They suspect that changing the curriculum in a short period of time is about doing a project. According to the participants changing the curriculum should be related to the conditions of East Timor:

“The political decision, the government can just put anyone to organize the curriculum project without thinking deeply. The specialists are doing their best, however, our stakeholders when they hear some good explanations from the specialists; they just accept what are being said. Actually, they need to analyze and select the offers related to the conditions of East Timor” (Leleon).

In reforming the curriculum, the Ministry of Education did not involve all the academics at UNTL. However, they just invited the director of each department. So, not all of the lecturers participated in the discussions. Certainly, the English Department was not involved. They did not think about the importance of all staff involvement to get some important ideas: “It is important to provide a

variety of venues so that faculty and staff could express their concerns, bring forth ideas, and listen to each other” (Wiseman & Imig, 2019, p.15). One participant stated that:

“They did not involve us from English Department. If we were involved I would give suggestions related to our conditions in the class and subjects. At that time they involved only the Head of English Department” (Teodor).

Actually, the Ministry of Education and the National University only invited the stakeholders within the university to change the curriculum. Any change system in the curriculum, especially the subjects that are still relevant or not, should include discussions at the department level:

“They need to invite all the Timorese who are the key players of education. They can study and choose which parts have high risk that needs to be minimize and which parts have more advantages to be improved” (Lito).

Finally, the ECTS curriculum has been decided by the UNTL and the Ministry of Education without involving academics, community and the church. Changing a system is not easy. It needs time and energy for analysis before changing the curriculum. Kotter (2007, pp. 3-8) identifies several errors that leaders make while trying to transform the organization:

“First, not establishing a great enough sense of urgency; Second, not creating a powerful enough guiding coalition; third, lack of a vision; fourth, underdeveloped communicating vision; fifth, not removing obstacles to the new vision; sixth, not systematically planning for and creating short-term wins; seventh, declaring victory too soon; eight, not anchoring change in the corporation’s culture”.

In order to include all the teacher educators, the government and university should be aware of the importance of involving teacher educators to get some ideas related to what actually teachers always do in dealing with disciplines or subjects on their daily basis of teaching. The teacher educators are actually curriculum managers. In relation to this, Leite (1999, p. 7-8) identifies several arguments related to the teachers as curriculum managers: Managing the curriculum means making strategic choices so that the curriculum is appropriate to the school population

and the context in which it will be developed. Moreover, managing the curriculum in a "school for all" implies a departure from practices that uniformly define the same type of objectives, content and experiences, and use the same materials and organization of time, which imply rejecting practices that make the cult of the univocal and that they are indifferent to differences, not respecting heterogeneity and diversity and not being structured in a support of dynamics and interaction. Third, the curriculum management only makes sense if it is guided by the idea of adapting to the different realities defined in a universal way.

In addition, the same specialist explains that the management of the curriculum is a means to make possible a quality school education and to associate the idea of curriculum with the one of project that is to be built in the action. Teachers need to appropriate the processes of obtaining knowledge and of the decision making that generate innovation. Moreover, curricular management, while based on the elements prescribed in national curricula, does not presuppose that the goals to be achieved and some of the processes to achieve them are not clearly defined. Finally, managing the curriculum means making it accessible, which is different from simplifying and reducing it. The learning and skills are essential to all students.

There are skills that are essential as prerequisites for other learning and for equal opportunities for access to education in order to build a more democratic and inclusive school. We must not forget that society is competitive and that if we want equal social opportunities, we must seek to increase the quality of training.

The objective of teacher education is to provide professional teachers in the schools around the territory of East Timor as a new country that still lacks human resources. This young country has reformed its national curriculum for higher education several times since it got independence, more than a decade ago. The curriculum reform is to improve the quality of education, however there was no curriculum evaluation. Moreover, the national university finds it hard to adjust to the new curriculum system because there were no curriculum socialization and preparation of curriculum implementation. The curriculum reform only depends on the political decision. The cooperation between the university and the government for changing the curriculum from MCC to ECTS is only decided at the top level without involving the educators, intellectuals and the community. ECTS uses package system and fewer subjects if compared to transitional curriculum and MCC. In ECTS curriculum English skills are taught as integrated skills. However, in the previous curricula, English skills are taught separately or more focused on speaking, listening, reading and writing skills. Some overseas specialists helped setting up the national

curriculum, but it is important to pay attention to the real conditions of the country and the stakeholders in East Timor and not just importing curriculum and systems from abroad. The development of the country needs to be done with the contribution from the people working and living in East Timor. More needs to be done in terms of paying attention to the Timorese context and its key players.

Chapter VI

The role of teaching practice in ITE

The role of teaching practice is important for student teachers to improve their knowledge and skills in teaching. However, students experience the real practice of teaching, they need to pass micro teaching subject. This chapter focuses on the goals of teaching practice and its organization in schools. The chapter also addresses the activities developed in microteaching and teaching practice as well as the development of professional competencies. It then looks at the challenges of supervision and the role and profile of supervisors. The chapter ends with issues of evaluation in ITE and current challenges in teaching practice.

6.1. The goals of teaching practice

Microteaching and field teaching are compulsory subjects that must be done by the student teachers in East Timor. Microteaching is related to the students' preparation on how to design a good lesson plan and good teaching. The field teaching is intended for the final year student teachers to get to know better teaching methods and improve their teaching skills in real teaching practice at schools. As Carderhead and Shorrock (1997, p. 155) state, "One of the first aims of the study was to assess the conception of teaching and learning which the students held on entering their course and to assess the impact of this conception on their experience". The first teaching practice of the student teachers is carried out in microteaching class. The students are introduced or guided to design a lesson plan. The supervisor gives the students the guidelines of a lesson plan and topics for teaching. After the lesson plan, the supervisor provides a schedule for the students regarding the class teaching presentation. Some of the student teachers recognize that

"Microteaching is to perform a lesson plan which is preparing us to go for field teaching practice. Then, the ways in which the Micro-Teaching is organized is good for the student teachers to be independent learners because each student designs his or her own lesson plan" (Samuela).

Microteaching encourages the student teachers to be creative in their teaching, which means that a teacher is trained to implement various methods in their teaching and how to engage their learners in the class teaching. It is also to build self-confidence when they face a real teaching practice:

“Basically Microteaching is really connected to the professional development such as how to be a good teacher, how to have good teaching approaches in the classroom, how to build rapport with the students and how to overcome the problems in the classroom” (Samuel).

Moreover, Microteaching prepares students for field teaching and guides them to design teaching materials. Besides that, microteaching provides the students with methods of how to deliver teaching in a class:

“Micro-Teaching is preparing us as students to the Field Teaching. Then, microteaching leads us to know how to prepare a lesson plan, materials and time and classroom management. Finally, the students know how to present the teaching in the class and the supervisor gives feedback” (Gilberto).

Regarding the field teaching, the National University has established cooperation with the secondary schools throughout the territory of East Timor. UNTL, and especially the Initial Teacher Education/Faculty of Education, has a teaching program for the final year students to do the teaching practice at pre-secondary and secondary schools. The objective of having Field Teaching practice is to upgrade the students’ skills in teaching. Dada (2019, p. 96) highlights that:

“An essential element of identification of partnership schools was the necessity that members be willing to participate in professional development programs related to mentoring and coaching, the use of formative assessment documents, providing feedback to teacher candidate, and summative evaluation of the candidate’s development”.

One university supervisor explains that

“The objective is to educate students to be future educators because when they graduate from this university, they are going to be English teachers at schools” (Maia).

The real teaching practice at schools is one of the requirements for the student teachers. These requirements are related to the students being at higher semester or have already sufficient English skills and teaching approaches. One of the secondary school supervisors states that:

“The main objective to accept the English Department students of UNTL is to do their teaching practice in school, because the teaching practice is one of the subjects required from University for the final year students” (Frino).

Teaching practice brings a significant contribution to the schools. The teacher-learners, besides doing practice, at the same time they also lighten the burden of the school teachers' teaching hours because teaching staff at pre-secondary and secondary school, have difficulty in teachers' resources. The presence of the UNTL students is very helpful for sharing either the teaching hours and teaching methodologies and to improve the quality of education. The views of the secondary school supervisors about receiving the students of UNTL to do their teaching practice are illustrative of this:

“The main objective of receiving student teachers is to strengthen cooperation between the schools and university in regard to teaching practice. With the presence of UNTL's students we can share and show different methods to develop teacher's ability in teaching and learning process in the future” (Fidelis).

Teaching practice at schools is necessary to improve the student teachers' professional teaching skills as prospective teachers and at the end producing more qualified teachers at the pre-secondary and secondary schools. Allwright (2005, p. 15) states that “Orienting our Initial Teacher Education practice teachers, working toward the development of a permanently reflective attitude that goes beyond academic and pedagogical training to prioritizing quality of classroom life and conceptualizing teachers as knowledge makers in the field”. On this reason, schools are

always welcoming the student teachers each year from initial teacher education generally and especially from the English Department. As the following university and school supervisors state,

“The objective of receiving the English department students of UNTL is to help our students learning English and finally the general objective is to have good teachers in order to develop our country” (Florentino).

6.2. Organizing the field teaching practice

The field teaching practice is well organized because the Faculty of Education works in consultation with schools so, both faculty of education and schools can help teaching practice process to be realized each year. “As we now understand it, collaborative work in preparing initial teacher education really contributes to reflexive education” (Sant’ Anna cited in Miller, Monteiro, & Barreto, 2019, p. 34). In the past several years, the students only did their teaching practice in the capital Dili, on the reason that teacher education was not able to cover all the districts due to the limitation of budget. However, this policy has changed since the year 2018, so that the students are allowed to do their teaching practice in the districts:

“The cooperation is going well so far because every year the university sends the students to do their teaching practice at schools around East Timor. Then, in reality, the schools in East Timor are welcoming students from university and during this time none of the schools rejects the students” (Frino).

In organizing the teaching practice at schools, there are few steps that need to be taken. First, the university or faculty personnel coordinate with schools’ principals about the number of the students going to be released to schools. Second, it is needed to get the information from each school about how many students and what subject/disciplines a school needs; for example a school’s head master says that there is a need to two students for Mathematic, one student for Chemistry and 3 students for English. Then, the faculty will send the students based on the number required from the schools. As one university supervisor stresses:

“First, the university, especially ITE personnel, communicate/coordinate with schools for students’ teaching practice. Second, if the schools respond positively, then, we send the students based on the number of the students the school need and based on the number of the students that are ready for the teaching practice, sometimes 2 to 4 students in one school” (Ajema).

Another objective of the meeting between both parties is to make sure that the teaching practice is well implemented. A consultation between both parties is always going on until the end of teaching practice, which is to guarantee the students are actively doing their daily teaching. Then, both university and school supervisors always check the students’ lesson plans and teaching materials before teaching. One secondary school supervisor states that

“The supervisor of the school and faculty of education are cooperating to make sure that the field teaching practice is going well and the students come on time and do their lesson plan before teaching and the students’ class teaching observed” (Frino).

Also, a teacher educator argues that

“There is a good cooperation. For example if a student does not come to school regularly, the school personnel or the school principal will contact us about the absence of the student teacher. Then, the school will always inform us of the students’ activities related to their teaching” (Maia).

Thus, first the students need to know the school supervisors and school environment. Second, the student teachers are usually taken to the class to be introduced to the secondary school students. This approach allows student teachers to become familiar with the schools’ environment and school students. A school supervisor explains that

“I introduce student teachers to the classes to familiarize themselves with the new environment” (Francelino).

As Schwebel et al. (1992, p. 33) states, these students are going to be in a classroom on a daily basis and it is a big step forward, but the students still need assistance in teaching. The students' supervisors will become the most important persons in this first stage of students' professional career. The supervisors can assist the students in developing teaching competences and then, with a letter of reference they can support the student teachers in securing their first position.

In relation to school grade, the university and schools have an agreement regarding it. Based on the experiences that have been going on over the last several years, the third year of pre-secondary and secondary schools classes are not given to the student teachers to teach because these students need to focus on their final study. In other words, the school students need to be prepared for the final national exams. The school supervisors state that

“The secondary school students that are offered to the student teachers to teach are normally first and second grades students, because the third year students are preparing for their final test” (Francelino).

Concerning the placement of the student teachers in the schools, it is also an important factor to allocate the students based on students' academic qualification. Academic qualification means that if a student achieves only average in academic result, for example 10 scores, this student is allocated to the first grade of pre-secondary school. Pre-secondary school students are still beginners of learning English. The faculty cannot place this student to the high level schools. This condition rarely happened because most of the student teachers are doing well in their teaching:

“Actually, it depends on the qualification of the prospective teachers whether they can teach first grade or second grade. However, based on my experience when I did my teaching practice in 2012, I was given the first grade of pre-secondary students only” (Nina).

“We have a good lesson in Microteaching, so that it is easy for us to teach in schools” (Nanio).

In order to realise the teaching practice smoothly, a good cooperation between the schools and university is extremely important. Besides that, another factor to determine the successfulness of

teaching practice is that both school and university supervisors are always available for the student teachers to consult. As Dada (2019, p. 101) states, "Time must be available for collaboration between the mentor and the teacher candidate. Faculty may need to follow up to ensure the arrangements are clear to mentors and students".

6.3. Microteaching and field teaching activities

There are many activities for the student teachers in microteaching and field teaching classes. The student teachers design their own lesson plans and teaching activities with the classmates. After the preparation of their lesson plans, they start to do their teaching and the educators and classmates evaluate them. While in field teaching, the activities are similar to microteaching. The difference is that in microteaching the students teach their own colleagues, meanwhile, in the field teaching, the student teachers teach school children in the schools. The activities in microteaching class are: first, the students get the lessons and schools' handbooks from supervisors. Second, the supervisors guide the students to do syllabus and lesson plans. Third, after the students finish the syllabus and lesson plans, they are scheduled to teach. Normally, because there are so many students in microteaching program, the time for teaching practice is only 25-30 minutes per presentation:

"In microteaching class we started to make our own lesson plan based on the topics given and started to teach our colleagues in the class before going to the real teaching in the field. It is also to train ourselves to face the students in the class" (Gino).

Concerning the independent learning system, the student teachers are free to choose which topics they are going to teach based on the schools' handbooks that were previously delivered to them. After choosing the topic, the students start to design their lesson plans and teaching. In teaching, the students are evaluated by the supervisors and colleagues and both give feedback related to the teaching performance. A student teacher states that

"I tried to be a teacher for my colleagues in the class and my topic was "Degree of Comparison". I chose this topic because it is related to our experience since the "Degree of Comparison" is a bit difficult for the new English learners. In this case, the method

that I need to implement must be easy and in a simple way so that the students can easily understand the lesson. Besides that, the supervisor also suggests the student teachers to prepare the lesson plan that came up with teaching material or teaching helps.” (Geofre).

In relation to the teaching methods, student teachers need to apply the teaching approaches that they obtained in teacher education. If the students choose to teach English grammar, then they should apply the methods of teaching. Then, if they choose teaching reading, they have to apply the teaching reading methods, and so on. One of the student teachers participating in the study revealed that

“My topic for teaching at microteaching class at that moment was “Reading”. When I presented the reading materials and the methods used, I read first for the student and then they read after me. This enables the students to become familiar with the pronunciation and reading. Then, in the reading I explained to the students the difficult vocabulary.” (Geronimo).

There are various activities for the student teachers to do during their field teaching practice at schools. The activities are based on lesson plan and teaching. Then, the students also do some other activities such school administrative work and joining extracurricular activities. In regard to the lesson plan, the student teachers have to design the lesson plan for teaching according to the schools’ curriculum. A student teacher informs that

“We did our lesson plans for teaching based on the curriculum of secondary schools.” (Francisco).

In the teaching process, the student teachers were given power to act as real teachers. Getting the power means they have the right to teach independently in the class and to evaluate the secondary school students. When student teachers passed the microteaching class it means they are eligible to handle a class or able to teach in a school. One university supervisor and one student teacher explain that

“The students act as real teachers in the schools, however, they are students. The students are given more authority to teach, to evaluate and to give marks to the students. However, before the students want to design the lesson plans, they need to consult both supervisors of secondary school and university”. (Maia).

“The supervisors in my schools trusted us to handle the class alone”. (Georgina).

Apart from the teaching and learning, the student teachers were also involved in extracurricular activities. A school is not merely about teaching and learning activities but the school students need some extra activities such sports, art, among others, to motivate them to be active in schools. Therefore, the student teachers just adapt to the conditions or programs that were set by the schools:

“The objective in the field teaching is to teach students well and also help the school in clerical work. There are also some extra activities that we need to be involved in such as doing administrative work” (Alina).

Furthermore, the school administration system is important for the student teachers. Becoming teachers are not only about doing and preparing lesson plans for teaching but they also need to know or understand about school administration. Another important thing that the student teachers do during the field teaching is supporting the secondary school teachers in teaching. Supporting teaching means that if the teachers have another activity to do or the teachers have any problem that cause them not to be able to coming to the class, the student teachers take over the teaching. As one student teacher states,

“Sometimes we took over the lesson of the English teacher of the secondary school when the teacher has some problem and cannot attend the class” (Nolberto).

This situation may entail challenges for student teachers and also greater responsibilities. As Little (1995, 179) states, “Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via

continuous reflection and analysis the highest degree of affective and cognitive control of teaching process, and exploring the freedom that this confers”.

6.4. Developing professional competence

Since its establishment, the National University has provided thousands of intellectuals and educators to this young country. In reality, most of the educators in the pre-secondary and secondary schools were educated at the UNTL. As a result, UNTL is well respected across the territory of East Timor. In this regard, one participant highlights the following:

“This university is the only public university in East Timor and this university has been providing teachers for pre-secondary and secondary schools around this country since the independence up until today. Then, every pre-secondary and secondary school in this country has been accepting students from UNTL to do their teaching practice since then. So, I think, there is no doubt for any school to accept the students from UNTL especially student teachers” (Geronimo).

In order to face the reality of schools, the university, especially the Initial Teacher Education, must be always upgrading students’ ability in English and in their teaching skills. The student teachers sent to schools are those who were selected based on the target level of university and schools. The target level at university means that a student wants to go further for field teaching practice and the first criterion is that the student needs to pass microteaching class:

“After the students pass in microteaching class the students can proceed to field teaching practice” (Maia).

In microteaching, a team of two or three educators handles the class. This team makes decisions about whether or not a student can go to field teaching based on his/her evaluation. Under this condition, a student needs to be prepared to teach in schools and in the target school level which means a student should be able to make syllabus, lesson plan and doing teaching. One supervisor states that

“The student teachers need to know how to do lesson plan, how to teach, how to manage the class and how to deliver teaching materials and how to make the students interested in the teaching topic.” (Martina).

As new students, when they face a real teaching situation on their own for the first time, they may feel nervous. They need to welcome the students in the class and introduce themselves. Then, they need to introduce the material that they are going to teach. Besides that, they also need to think about how to start the lesson and how to manage the class. All of these depend on how they manage themselves. One of the students expresses that

“My professional competence is very important. I must prepare teaching pedagogy and prepare my mentality to teach in front of the class, because I come to the new environment where there are various background and characteristics of students” (Alina).

In relation to preparing the students on teaching methods, language skills and good cooperation, the student teachers found no problems with the schools to accept them for the teaching practice. In reality, UNTL still has high reputation in the schools and community, so most of English teachers in schools are graduated from the English Department of UNTL:

“The teachers or principals in pre-secondary and secondary schools were happy to receive us in their schools. The school teacher really appreciate the student teachers’ performance and some colleagues were recruited to be English teachers only because of their teaching skills” (Nina).

In relation to professional competence towards the schools, UNTL, especially Initial Teacher Education, needs to foster student teachers’ competence. The competence here means a student is necessarily prepared in every aspect related to teaching. In other words the students must be good in teaching methods, language skills, and classroom and time management. Miller, Monteiro, and Barreto (2019, p. 32) argue that “As teacher-learners, generally expect from a language teaching practice course is that it educates students how to be teachers, offering techniques and methods to prepare teacher-learners to solve all kinds problems inside the classroom”. One participant stated that:

“There are several points linked to the professional competence: First, a teacher needs to master what he/she is going to teach and classroom management. Second, he/she needs competences in applying teaching methods learnt at university. Third, a teacher needs to know how to deliver the teaching materials prepared for teaching. Finally, a person must be diligent and following the schedule of class teaching and having good relationship with students and teachers” (Nito).

Professional development or competence is about an educator that learns more and more and upgrades knowledge and skills in the study area. This is important for the continuing development of the teachers not only at the beginning but also throughout their careers. Day (1999, p. 4) argues that, “Professional development consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom”. Finally, prospective teachers must be prepared to have sufficient knowledge and skills before changing to the professional and real teachers. Under this condition, Taylor (2013) cited by Modiba and Stewart (2019, p. 148-9) identify several opportunities that are important for educators:

- ❖ Subject knowledge: Teachers required content and pedagogical knowledge to be able to teach and develop learners’ conceptual understanding the subjects such as Maths, English and Science;
- ❖ Language: Teachers need to have the necessary skills to assist learners to achieve academic success in the language of learning and teaching and success in school (Initial Teacher Education);
- ❖ Reading: Reading is the most important skill to be learnt to develop learners’ cognitive skills;
- ❖ Writing: Teachers must understand the role of writing for shaping learners’ thinking orderly;
- ❖ Assessment: Teachers use assessment to identify common errors of learners;
- ❖ Pedagogical knowledge: Teachers need to improve their teaching skills in delivering subject knowledge.

6.5. The challenges of supervision in ITE

The role of supervision in ITE is important to develop students' skills and the quality of education in the institution. Since the establishment of the university, teacher educators have done their good jobs in teaching in ITE, although for the first five years most of teacher educators were only from undergraduate level of education. However, after the first five years the conditions have changed and most of the teacher educators have finished their master degree overseas and some are still doing their studies at doctoral level:

“Some teachers got TESOL training in Bali, Indonesia and all the trainers are from United Kingdom”. (Liborio).

In relation to supervision, the student teachers are guided to reach good quality both in theory and practice. Theoretically, the university has to make sure that all the student teachers understand what they get from the university so that they put their knowledge into practice in the schools:

“The supervision actually forms two aspects. One aspect is the supervision from the university, which means a team has responsibility for the quality control. Another aspect is the supervision from the teacher educators about how to supervise the students in class meetings, field teaching and writing thesis. This aspect is going well during this time. The role of supervisors is going well, but we face the new system of the new curriculum which has been a challenge”. (Tino).

If it is compared to previous supervision methods in the transitional curriculum and ECTS curriculum there are some differences. In the previous curriculum, there were teacher centers, which means that students were seated in the class and listened to the educators. However, in ECTS curriculum, the method changed from the teacher center to the student center. This signifies that the students should be more active and performing independent study. In this regard, Nunan (1988, p. 99) states

“In a learner-centred system, experienced teachers report that they find certain sorts of materials more useful than others. In general, a range of materials, which can be exploited in a variety of ways, is more useful than a comprehensive package. As the focus will be on assisting learners to do in class what they will need to be able to do outside, the materials should reflect the outside world”.

One participant stated:

“In the student centred method, educators manage teaching and learning in the study, students must be given more chance so that they can find themselves the secret of science in their area of the study which can lead them to be qualified persons that are ready to act” (Lito).

In the language classroom teaching, it is important to use also a communicative approach. The importance of communicative approach is that it improves learners speaking ability. To implement communicative approach educators and learners need to make a good environment. Lon and Richards (1987, p. 49) explain that

“Real communication is a shared activity, which requires the active involvement of its participants, who must all exercise what we can call “Communicative initiative” in guiding that communication. If it is our intention to provide opportunities for students to communicate realistically in class, we have a responsibility to create an atmosphere in which communication is possible, one in which students can feel free to take communicating initiative and are motivated to do so”.

6.6. The role and profile of supervisors

The roles and profiles of supervisors are important factors for the development of students' knowledge and skills in teaching. Becoming a supervisor means leading students in theory and practice of teaching. In order to fulfill both aspects, teacher educators need to have high skills and experience of teaching. In this case, the profile of the supervisors in Teachers Education implies having two or three years in teaching, so that all teacher educators in English Department

are eligible to be students' supervisors. Moreover, in order for the schoolteachers to become supervisors they must have experience in teaching English and a degree in English teaching. Barr (1931, p. x- xi), suggests that

“Supervisors must have the ability to analyze teaching situation and to locate the probable causes for poor work with a certain degree of expertness; they must have the ability to use an array of data-gathering devices peculiar to the field of supervision itself; they must possess certain constructive skills for the development of new means, methods, and materials of instruction; they must know how teachers learn to teach; and they must be able to evaluate. In short, they must possess training in both the science of instructing pupils and the science of instructing teachers. Both are included in the science of supervision”.

There are some views of student teachers and supervisors about the role of supervisors in microteaching. The role of the supervisors is to guide the student teachers to design lesson plans and to give feedback regarding students' teaching practice. Besides that, the supervisors also provide the students with motivation and encouragement. Dada (2019, p. 101) states that “Selection of mentor teachers with the principal or designee who assist with evaluation of teachers can assist in the identification of mentors with sufficient desire and ability to give feedback and nurture new teachers”. A participant also states that

“The supervisor in microteaching supervises the student teachers of how to design and present the materials in teaching their colleagues in the class. Besides that the supervisor also looks at body language, mastery of subject, classroom management, pronunciation and teaching methods. The supervisor encourages them to have self-confidence in standing in front of the students in the class” (Saturnina).

Another role of supervisors is making sure that the student teacher is focused in their teaching. Focusing in teaching means the students are required to prepare the topics which should not be too general, for example, ‘teaching speaking’. A student needs to design a lesson plan only focusing on ‘Speaking skills’:

“The supervisor guided and corrected my class intervention or teaching. The problem that we have to anticipate is for example if I teach “Reading” then I have to focus on reading only. I cannot teach writing or something else” (Gino).

Flores (2011, p. 464) stresses that “The role of the senior teacher is to: support the design of an individual plan of work and to monitor its implementation in the scientific, pedagogical and didactic áreas; support the teacher in the probationary year in preparing and planning teaching as well as in reflecting on pedagogical practice, helping him or her to improve it; evaluate the individual work of the teacher in the probationary year; write a report on the activities developed, including data drawn from observation participate in the evaluation of the new teacher”. Thus, the profile of a supervisor in field teaching practice is really important for the guidance of student teachers’ professional development. A supervisor needs to have good competence in the area of the study, moral values, being supportive, motivating students, and being friendly. Creating a motivation condition is important for the students. Dornyei (2001, p. 31) categorizes three motivational conditions: First, appropriate teacher behaviors and a good relationship with the students; second, a pleasant supportive classroom atmosphere; third, a cohesive learner group with appropriate group norms. According to one of the participants,

“A supervisor should be a guide and motivator for the student teachers who are doing their teaching practice. Then, a supervisor must have a very good experience in teaching practice so that he or she can lead his/her prospective teacher to do their teaching practice efficiently as everyone expects. A supervisor should be diligent and willing to go to the school to accompanying students in teaching practice so they can discover their weaknesses and strengths” (Ajina).

As Rudney and Guillaume (2003, p. 49) explain, “a supervisor has responsibility for his or her student teachers in ways deemed appropriate by the profession and gives feedback frequent, honest, and caring”. In relation to the competence, a supervisor also needs to have high level of education in teaching pedagogy or at least having more experience in teaching. At the university level, all of the educators are regarded sufficient in supervising the students in their field teaching practice. The university supervisors declare that

“When we send the students to the schools we also need to supervise them, for example all the permanent lecturers in the department are supervisors of student teachers doing the field teaching practice” (Martina).

In this context, Schwebel et al. (1992, p. 33) asks “Who are the people who serve as supervisors? All the college supervisors have had experience as teachers, some for many years. Having themselves been student teachers, they understand the difficulties of being an inexperienced teacher. They know the problems as well as the benefits of working with cooperating teacher.”

The role of supervisors in field teaching practice is really important to guide and encourage students. The role of supervisors is to guide, to monitor, and to encourage the students in the field teaching. There are supervisors from university and from secondary school to supervise the students.

Rudney and Guillaume (2003, p. 49) add that a supervisor “has responsibility to remain open and consider other viewpoints and methods for meeting the students’ needs and the needs of his or her student teachers”. The role of supervisor is much more important than the role of teaching practice in initial teacher education in order to have a good teaching learning activity, because without a supervisor’s advices the teaching learning process is not running well as expected by both sides, teachers and students. This is because the new teacher needs more and more techniques or methods in order to teach the students in a proper way. So, a supervisor plays a key role in the professional development of the student teachers. The motivation and encouragement are essential for the student teachers. They need mentors that have more experience to guide them, to observe and evaluate them. Wright (1987) in Wajnrypb (1992, p. 32) states that: “Whatever the basis of the motivation of the learner, its level (high/low) has an impact on expected learner role. Highly motivated learners are more likely to synchronize their roles willingly with the teacher’s role; and are more likely to co-operate with the teacher in the various processes involve in classroom learning”. Some participants reveal that:

“The role of supervisor from university and school is important to advise or motivate students’ practice in many ways related to the teaching and learning process in the field” (Alina).

Furthermore, in terms of guidance, the supervisors play an important role in leading the student teachers in the right way in the teaching process. Teaching is changing the learners from knowing nothing or little to knowing things. Teaching is changing someone's behavior from bad behavior to good behavior that can be accepted by the whole community. Then, teaching can change community's life. Teaching needs a person that is well educated and well prepared. In regard to teaching preparation, the participants explain that

“Before we do our teaching practice firstly we have to prepare our lesson plan, then we have to give the lesson plan to our supervisors, so he or she gives us feedback and guide us on what we are going to teach, how to teach well, what is the good method to apply in teaching” (Nanio).

“The role of the supervisors is to guide and help the students in teaching if they find some difficulties” (Martina).

As Richards and Charles (1996, p. 79) explain, in ITE, students “are generally encouraged to develop lesson plan for every lesson that they teach. The lesson plan is intended to help the teacher organize the lesson efficiently and effectively, and usually includes a description of the aims or objectives of the lesson, the activities students will carry out, the time needed for each activity, teaching aids to be used, teaching strategies to be used, grouping arrangement employed for each activity, possible problem might be encountered, and alternative possibilities”. Similarly, one student teacher and one supervisor highlight that:

“During teaching practice, the school supervisors usually checked our lesson plan and when we are teaching because it is very important to make sure that we have the right methods and approaches in our teaching in the classroom” (Alina).

“We give students feedback related to the strengths and weaknesses in their teaching and the students are usually ready to change their weaknesses and they are usually committed people” (Maia).

During the teaching practice, the university supervisors are scheduled to visit the schools normally more than 10 times. Depending on the conditions, if the student teachers perform well in their teaching, for example in one of the schools, the supervisors will let them be independent to teach in this school, so it is not necessary up to 12 times visits. In the schools, university supervisors cooperate with the school supervisors to observe together student teachers' performance in class teaching. A compulsory number of the students and schools that a supervisor needs to visit or handle is normally 4 to 12 students:

“During six months we have scheduled to visit students 12 times but it depends on the conditions” (Martina).

“Normally in a school, there is a school supervisor that is selected to guide the students. Then, for university, a supervisor can handle 10 to 12 students in three or four schools” (Maia).

Close to the end or after the teaching practice, the students are guided to write reports on the sixth month's teaching practice. The reports include the activities of teaching and learning in the class and extracurricular activities in schools. It also includes all the lesson plans that they did during the teaching. In this regard, Lamb and Reinders (2008, p. 119) state that “The student-teachers' reports can serve as sources of information we can use to develop a more learner-centered curriculum for teacher training. By encouraging student teachers to talk about their subjective views of learning and learners' autonomy, the teacher trainer is able to collect a wide variety of such subjective views”. In relation to this, a university supervisor explains that:

“On the top of the teaching practice, we ask the students to do a written report regarding what they have done during the six months in the teaching practice. In the process of writing the report, we also guide the students of how to write it based on the structure that has been set up by the faculty” (Maia).

Overall, the role and profile of supervisors are important for the successfulness of beginning teachers. Modiba and Stewart (2019, p. 156) state that “Supervisors have to be subject specialists because the classroom expertise of students is not properly evaluated, which

suggested the need for a better relationship between pre-set and in-set teacher education programs in terms of subject and pedagogical knowledge, curriculum and assessment”.

6.7. The components of evaluation

There are several approaches to evaluate teaching and learning activities. The evaluation methods are participatory ones – formative dimension - and mid and final exam evaluations - summative dimension. These systems of evaluation are divided into two: for normal student teachers and the student teachers who program teaching practice. The participatory evaluation is about the students' class participation. The guest lecture states that

“I use formative and summative evaluation. I evaluate each lesson after I have taught it and question whether something could have been done differently. I give the students small evaluations at the end of the lesson to make sure they have understood the content. I ask them to do homework, which I mark and enter into the register. This becomes part of their final mark. I will also give a midterm and an end of term examination (summative) at the end of the teaching period” (Liliana).

Based on the UNTL academic regulation, a student should attend the class up to 75% minimum. If a student has less than 75% of the class attendance, he or she has failed or has no right to sit for exam. Under this condition, most of the teachers have attendance list of the students. Another participant adds that

“Normally, like students' participation, this is one criteria which must be 75%. Then the students do the task and the tests. There are two tests; mid-term and final term tests. So, both curricula are still doing the same mid-term and final tests” (Teodor).

Every semester each subject has minimum 16 meetings. After the first eight meetings, the mid test is conducted and followed by the second eight meetings and the final exam. The result of the exams are announced on boards or checked at the department. The scored systems are coding with A, B, C, D and E:

“First, attend the class regularly if he or she does not attend the class 3 times will fail. The students should follow the middle and final tests. For the middle test he or she gets 60 up to 100. 60 to 74 are a C score. 75-84 is a B score, and 85 to 100 he or she gets an A score. These are the evaluation that we use to measure the student or marking the students” (Tomas).

The method of giving the exam or evaluation is given through analytical question, multiple choices, and true and false options. The Head of English Department reveals that

“The evaluation methods that I use normally is a type of test such multiple choices, true or false or sometimes we ask the students to papers. After that they submit and make the presentation. Normally if the students do not come for 4 times, according to the academic regulation, they fail. The copies that I already prepare or sometimes I prepare the questions and just ask the paper from the administration office and ask the students to write the answer to the questions. Sometimes I prepare the materials and get copy (maybe one or two pages) and ask the students their money and copy it, and I distribute to the class to do the test” (Liborio).

There are various processes to be carried out in microteaching class and field teaching practice. In microteaching, a supervisor evaluates students' attendance list, teaching performance, and lesson plan. Students' performance and class attendance should be minimum 75 %. If it is less than this percentage of class attendance, the students will fail. While in the field teaching practice, the evaluation comes from schools' and university' supervisors. In the microteaching, teaching performance is normally evaluated by the applied methods, body language, classroom management, etc. One of the student teachers reveals that

“It is very hard for me to teach in class based on lesson plan or time allocation. When I was going to teach I have to have enough preparation because students asked me some questions and I need to answer them. As a teacher you have to master the lesson you are going to teach. It is also important to make the students active in the classroom, do the exercise, and understand what I teach about” (Saturnina).

The evaluation of the supervisor comprises many aspects. He/she looks at the lesson plan of the students, especially the objective of the lesson and its topic. He/she analyses the introduction of the lesson to the students in the class or what was used to be called warming up or brainstorming. Another aspect regards student teachers' quality of writing on the black board. As a teacher, the quality of writing is really important to make students understand. Classroom management relates to the engagement of the students in the class teaching that is crucial for the success of teaching and learning in the class. The student teachers report that:

“The supervisor gave us feedback on our teaching before or after our teaching practice in the class about the approaches that need to be changed or improved” (Gino).

Moreover, a student teacher needs to have a good competence in English grammar, because in the current situation many of pre-secondary and secondary students are good in English so that if a student teacher is not strong in grammar may not be successful in teaching. Another aspect is associated with body language in teaching. Body language of a teacher is really important for making the students pay close attention to the teaching. Also important is the pronunciation: a clear and correct pronunciation is needed as it leads students to learn English in the right way. Another dimension relates to the materials/handouts: a handout in teaching is to make students in the class more focused and to avoid the traditional teaching methods. It makes students more independent in class within the ECTS system as it is based on student centred method. The teacher plays the role as a supervisor and guide in the class teaching. However, the clarity of the explanation is necessary to lead students' understanding and after the explanation should be followed by the questions and answers. Another thing is that the teacher asks questions: this method is to obtain students' attention or concentration in the class teaching. Finally, after teaching, the students are asked to present their understanding about the exercises in the class or coming in front of the class. Then, the teacher evaluates students' work. In general, teaching methods of the student teachers are evaluated. In regard to the evaluation of teaching practice at schools, there are various components to evaluate student teachers. The general components are lesson plan, teaching methods, classroom management, language ability, and mastery of lesson. As one secondary school supervisors explains,

“The key components of evaluation are: lesson plan, classroom management, skills of presenting the topics or how far is the student’s understanding of the topic, and skills of control over their students (eye contact, voice, clear writing on the board, etc.” (Fidelis).

In the field of teaching practice, when a student starts teaching he/she needs to design a lesson plan and after that this student needs to consult with both school and university supervisors. The consultation is important to receive feedback from the supervisors and at the same time as one of the evaluation processes on the students’ teaching plans is carried out:

“The evaluation is coming from secondary school teachers and the university lecturers. Then, both supervisors directly observe our class teaching. Besides that, our secondary school supervisor always observes and supervises us daily our presence, teaching and learning process” (Geofre).

After a lesson plan is finished, a student teacher proceeds to teaching. In teaching, the student is going to be evaluated in various aspects such as the ability in delivering the teaching materials that were prepared, managing class, speaking and writing, mastery of the lesson, body language, quality of writing and so on. If the students are still not able to fulfill some of these criteria, they are given the chance to do it again. As a university supervisor states,

“In microteaching and field teaching, if the students are not doing well, I will ask them to do it again; especially in language ability they need to improve in speaking and writing. Then, the students have to master the topic they teach. Besides that, I also look at the students’ classroom management” (Martina).

In relation to teaching evaluation, often the supervisors from university visit the students at schools to see how the student teachers handle the class, and, at the same time, evaluate their work. The evaluation is really important to see the strengths and the weaknesses of the students’ approaches to teaching. If the observation or evaluation reveals some weaknesses or errors committed by the students, then, the supervisors will inform them after the class:

“The errors made will be the focus of a reflection to the prospective teachers for further self-introspection. I have learnt many positive things that need to be improved and need to be changed such as my strengths and weaknesses” (Atino).

The benefit of the evaluation is to help the student teachers to improve their abilities in teaching. In this regard, Blanche and Merino (1989, p. 313) state that “Students need to know what their abilities are, how much progress they are making, and what they can do (cannot yet) with the skills they have acquired. Without such knowledge it would not be easy for them to learn efficiently”. One participant also states

“Evaluating of teaching and learning is a key part for enhancing students’ learning, because without evaluation we have no way to determine if teaching is effective or not” (Francelino).

After the evaluation, both school and university supervisors give the final result. The final result of evaluation will be a collection of scores from schools and university supervisors. In giving the scores both supervisors are free to determine the scores without influencing each other:

“The supervisors of the schools and university will give a final score to the prospective teacher to complete his or her teaching pedagogy. The minimum score given to the students is C. The score C is sufficient. Then, score B is good or very good and A score is excellent. D scores only one mark and E score is totally failed” (Noronha).

The criteria to evaluate the student teachers are: quality of writing on board, classroom management, grammar, body language, pronunciation, use materials/teaching aid, clarity of explanation, questions and answers, handouts, teacher marks the students work, students present in front of the class, teaching methods, teacher ask questions, students ask questions, chorus, language use, instruction, teacher praises students answer, pair or group work and exercise.

6.8. Understanding teaching practice

Improving students' skills in teaching is the most important factor to enhance professionalism. One of the skills in Teacher Education that help students to improve their teaching skills is teaching practice. The teaching practice is divided into two as previously mentioned: microteaching and field teaching. However, before having the teaching practice, the students need to pass through theories of teaching, pedagogy and psychology. The theories of teaching in teacher education also include issues such as Teaching English as a Foreign Language, Teaching Pedagogy, Counseling and Orientation, Psychology of Education, School Administration and Management, Curriculum Study and English Language Didactics, etc. For student teachers, it is not easy to manage class, time, and methods of teaching. The students need to design their own material for teaching for a certain period of time. In this case, the students often find difficulties in time management and teaching methods that needed to be applied in a teaching class period:

“In microteaching, the main difficulties that we have to face are: time management and controlling the class when the first time we teach our classmates. We feel nervous; however, finally, we could teach” (Samuela).

In relation to gaining experience, microteaching plays an important role for the prospective teachers. It helps them to get knowledge in designing lesson plans and teaching. Besides that, it also helps the students to have self-confidence for further field teaching practice. The following quote illustrates this:

“Becoming a good teacher is not easy but what we have already learned is making us confident to teach. So, you must prepare the lesson and lesson plan first so that it will be easy to make students understand. Then teacher should help the students when they find difficulties in understanding the lesson that you teach. Then, microteaching helps us how to teach and present the material in the classroom even in a small classroom” (Sezarina).

Also, the role of field teaching practice is to improve the quality of the students that will be the future educators when they conclude their studies at university. Therefore, it is very helpful

because the students can apply teaching methods that they received during their Initial Teacher Education. Moreover, it supports professional development through learning in the real contexts of teaching, facing students in a large class and how to manage it:

“The role of teaching practice is very important for schools in East Timor because there is still lack of professional teachers after East Timor after got independence in 2002.” (Antonio).

In teaching practice students can feel the real world of teaching where they know how to manage themselves and the students in the classroom. This can lead student teachers to become more familiar with the educational system. The teaching practice leads student teachers to be real professional educators. The students in focus group express their feelings as follows:

“Field teaching practice helps us to become professional teachers because the method that we got from the university is complete. This program guides us to have self-confidence in teaching. The experiences of microteaching and field teaching... we can say that 75 % have become educators. The experience that we have in secondary schools is really helpful. Microteaching and field teaching are encouraging us to be teachers in the future”. (Nanio).

The secondary school teachers or supervisors also recognize the benefits of the teaching practice offered to the student teachers of UNTL for their professional development. The recognition comes after the student teachers have performed their teaching practice successfully; in other words, the students performed teaching as professional teachers. The statement of a school supervisor illustrates this:

“First, the prospective teachers do their teaching practice in the school. Their roles are like the permanent teachers and their teaching practice is running effectively, because they are well prepared before coming to the process of teaching learning activity in the class. Second, the student teachers are very helpful for the secondary schools because they implement various methods in their teaching so that the students performed as very

professional teachers. Third, the student teachers are really enthusiastic in their jobs that have a high performance in their teaching methods” (Florentino).

In terms of teaching, the students obtain more experience or knowledge to improve their teaching profession. After field teaching practice, the students have more self-confidence in teaching. The field teaching also trains the student teachers to be independent in decision making of teaching topics and lesson plans. One university supervisor explains:

“After the students have passed microteaching and field teaching, they improve in making lesson plan, they improve in terms of mentality to stand in front of the class and they can act as real teachers” (Maia).

In the field teaching, the student teachers are trained to use disciplines and regulations in being professional educators at schools. Besides that, they learn about how to work in a team allowing students to understand the process of becoming real professional teachers:

“What we learn from the field teaching are discipline, regulations and teaching methods. We have learned many things from the field teaching because during the six months we learn how to work in teams with new people that we have not met before. Then, we know how to handle the students in large class and how to manage the time properly” (Antonio).

Furthermore, in the field teaching practice the students gain knowledge regarding school environment, where they face different factors such as cultural and economic backgrounds of learners:

“We can adjust teaching to students with different characteristics, different background of culture and economy” (Ajina).

In addition, even if student teachers face teaching as a new thing in their experience, they always try to implement the teaching approach that they bring from university. The approach that the students bring from the university in this modern era is the student-centred methods. The

student-centred system means that students are more active in the classroom. Teachers are as guides and motivators for the students' learning. The student-centred method encourages students to engage in classroom activities. The students in focus group state that

“The student centred method, first, encourages students to be more independent in their study. Second, it trains the students to be active and creative thinking. Third, the student center encourages students to work in teams. Finally, the student centred system and communicative approach are good for the students to improve their learning especially English skills” (Nolberto).

When students reach their objective of what they are looking and when school or institution leads the students in the right way to reach the aims of the students, they will be very much give appreciation. In this case, the students really appreciate the knowledge they got from teacher education theoretically and practically. The students proud of what they have done successfully during their teaching practice at schools as a result of the teacher education. Miller, Monteiro, and Barreto (2019, p. 26) recognize that “During teaching practice reflective discussion, our future find the courage and build the necessary trust to listen to themselves as teacher-learners and as future teachers, and, most of all, to listen to their current and future learners as developing practitioners”. The students' satisfaction and recognition for what they learn at the university is highlighted in their accounts:

“Microteaching and field practice are two subjects that direct us to be well prepared as beginning teachers in teaching methods, disciplines, in order to perform well in the class. Then, it is useful when we teach using a lesson plan based on the teaching strategy that we got in microteaching class. It also helps us to stand in front of the class and gaining more experience in friendship values, office administration and respect for diversity (teachers, students and prospective teachers) and finally knowing how to do evaluation after teaching” (Atino).

6.9. Remaining challenges in teaching practice

There are some challenges encountered by educators and learners in the teaching practice. Some of them relate to the conditions of the new country like East Timor such as limited resources and facilities to support the teaching and learning process. Besides that, often beginning teachers have less self-confidence when they teach for the first time. Moreover, some student teachers do their teaching practice; however, at the same time, they also work in companies, government and NGOs, so they find it difficult to manage their time. There are some obstacles that student teachers normally face in microteaching class such as the lack of materials for teaching aid that support their teaching practice. Both educators and students should arrange their own teaching materials. Other difficulties emerge such as the students do not only find difficulties in getting references or teaching aid but also find difficulties in time management. When the students do their teaching practice in the class, they normally run out of the time:

“The main difficulties that we face is time management in teaching, sometimes we speak so quickly, so that we finish the class early and not based on time allocation in the lesson plan. So in the future, we will try to speak slowly and finish the class on my time allocation” (Saturnina).

In this regard, Cullingford (1995, p. 17) asserts that “The proper organization of time depends on a great deal of planning, and on clearly set out routines in the classroom. The most important principle of organization is the authority of the teacher, the sharing of an agreed set of procedures that the teacher insists upon”. In the field teaching practice the ITE students in the schools find some obstacles. What normally the student teachers face is the new environment, limitation of teaching facilities, lack of references, daily presence at schools and sometimes spend their own money. In the new environment when beginning teachers do their teaching for the first time or face the real students, they find difficulties in how to start talking, how to manage the class and how to manage time. The secondary school supervisors explain the obstacles the students encounter in their teaching:

“The students are unfamiliar with the environment so it affects classroom management in the first month of teaching. In this case, sometimes the students do not pay full attention to the prospective teachers so there are difficulties in controlling the class” (Florentino).

All educators and learners recognize the many obstacles they face in teaching practice. The limited resources at the school make the student teachers find it difficult to manage their teaching, for example, the student teachers need to copy materials to deliver to students in the class. The prospective teachers need to spend some money to operate the Internet since it is not free in East Timor. Another problematic aspect is classroom management since in secondary school there are lots of problematic students in the class, so it is difficult for student teachers to deal with them. Under this condition, the supervision from the part of the school supervisors needs to be helpful:

“The main difficulty that we face is noise in the class and it makes it difficult to start the lesson and to handle them” (Alina).

“The negative aspect is the students spend most of the time at school because of the school’s regulation. Then, most of the students are working at NGOs, institutions and government; as a consequence, some students are facing difficulties”. (Nina).

Other challenges are the different systems of lesson plans that student teachers receive at the university and the lesson plans from some secondary schools. In reality, the lesson plan designed in the university is the one that is updated, so sometimes the secondary schools are not adapting it. Vieira, Flores, Silva, and Almeida (2019, p. 51), assert that “As for pedagogical renewal, some university supervisors point out mismatches between university and school cultures, which may reduce the transformative power of inquiry”. As a university supervisor recognizes,

“The students get confused because the lesson plan that they got from the university is sometimes different from the one the secondary school supervisor gave to them. In this case, the students need to only adjust themselves with the school system”. (Martina).

Another challenge regards the student teachers that are released to the various secondary schools. The secondary schools in East Timor consist of vocational schools/technique schools and normal secondary schools. For example, some of the student teachers, if they do their teaching practice in Mechanic Secondary School; certainly, the school manuals' language is in technique:

“The difficulties that we face are language because what we learn from the university is language for education. However, when at the school, we have face language for technicians”. (Nito).

Finally, some student teachers find difficulties in the distance from the schools and where they live. Besides that, the road to the school in the remote area is bad because the government has insufficient budget to fix the road. So students and teachers spend more time to get at schools:

“The obstacle that I face is the long distance from my home to the school. Then, the road to the school was so bad and I had to spend one-hour driving. In this case, sometime I was late to my class teaching”. (Noronha).

6.10. Issues to be improved

There are some recommendations and suggestions from the students related to microteaching and field teaching. The recommendations are based on the experience of both learners and educators faced during teaching practice such as lack facilities to support teaching activities. Thus, some suggestions are presented below:

6.10.1. Microteaching

In relation to the difficulties that the student teachers face in microteaching class, the participants suggest improving the facilities like Internet connection and references. Another suggestion relates to increase the number of hours of teaching practice in microteaching class. Usually, an average number of the students enroll in English Department each year are 80-100 students. The real condition is that more students come to the department and there are no

spaces available and the limited number of educators makes the situation more difficult to manage. As a consequence, microteaching class normally has large classes. In this case, each student only has one chance for teaching practice. One of the student teachers suggests that

“It is better for a student to do teaching practice twice inside the class with different topic. For instance, for the first time each student can teach topics about reading or listening; for the second time they can teach about grammar so the supervisor will know and find each student’s improvement” (Suares).

In microteaching a student is given a chance of average 25 to 30 minutes to do their teaching practice with their classmates. However, there are no other alternatives for the educators to organize the limited space that is available so that it is no easy to improve the hours for the practice in microteaching. Dada (2019, p. 91) recognises that “Teacher candidate often described their practica and clinical practice as too short, they did not feel confident in elements such as preparing daily lesson plans, developing activities that were differentiated, and assessment of learning”.

6.10.2. *Field teaching*

There are various recommendations and suggestions made by the school and university supervisors and the student teachers themselves. The recommendations and the suggestions are: Preparing student teachers’ mentalities is really important before they are going for the real teaching in the field. In this regard, Dornyei (2001, p. 87) states that “Self-esteem and self-confidence are like the foundation of a building: if they are not secure enough, even the best technology will be insufficient to build solid wall over them. You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners”. As one of the secondary school supervisors recommends,

“There are some student teachers still frighten or nervous when they face many students in the class. So, this is a very good opportunity. I would like to recommend that our teacher educators should find out the best way to train our new teachers before they do

their teaching practice. In order to have a good training model, the prospective teachers need to practice more and more before doing their real teaching practice” (Florentino).

Another recommendation is about the teaching hours that are offered to the student teachers at schools because sometimes they are overloaded for the students’ practice. This means the school needs to be a bit flexible in understanding students’ difficulties because some of the students are working in other subjects. They might lose their jobs and fail in the activities that they are doing. In this regard, a university supervisor explains that

“Students in higher semesters do not only program microteaching and field teaching, but they also do other subjects. If the students do a lot of subjects in a semester they have a lot of assignments to do. This affects the students to finish their work on time. Moreover, in some schools some school supervisors are flexible; however, in other schools the supervisors or the teachers are not flexible. So the university and schools need to discuss this issue” (Maia).

Also, another recommendation is about the placement of the students for the field teaching practice based on the location where they live because some student teachers find it difficult to reach the schools due to the long distance. As a consequence some of the students that live far away from the schools are often late to reach the place and some students neglect teaching practice. A student teacher suggests that

“My suggestion for the organizing committee regards the bad experience that we face. Hopefully it does not happen again for our young brothers and sisters because the placement of the students to the school is not based on the location where they live. Some students actually live near to the school. However, they were put to other places that are too far and vice versa. In this case, many students find it so hard to spend money in transportation” (Nanio).

Further recommendations are associated with the facilities that support teaching and learning activities at schools. All participants in this research recommend the government to provide good facilities in schools that can support teaching and learning activities. The main facilities needed

are school libraries, copy machines, Internet connection and school canteens. Added to this is the lack of teachers in schools, because, in reality, there are still very limited human resources in schools:

“The Ministry of Education should provide more teachers to the secondary schools because in reality in our teaching practice sometimes some students were overloaded in teaching only because of the lack of teachers” (Ajema).

The issue of workload for the students has not been discussed between the university and schools since the cooperation was established. The university and schools have not yet reviewed the advantages and disadvantages of teaching practice. In one aspect, more time for practice and more experience for the students is better in order for them to apply theories learned at university. This condition also happens in other countries where student teachers while doing their teaching practice at the same time have to do theories and seminars. As Vieira, Flores, Silva, and Almeida (2019, p.51) explain, “Some student teachers and cooperating teachers stressed the practicum should be more school-based, and some seminars were perceived as theoretical and/or irrelevant to practice, with negative effect upon students’ workload and the supervision role”. The final recommendation is associated with maintaining the cooperation between the university and the schools, which is really important to develop the teaching profession for the student teachers and for the secondary schools. A school supervisor recommends that

“I hope that the cooperation between the university and the schools should be going in the future and allocating the prospective teacher in every school each year” (Frino).

To sum up, the objective of teaching practice is to improve knowledge and skills of the student teachers in teaching profession. In this case, microteaching and field teaching practice play an important role for the student teachers’ professional development as future educators. Besides that, the role of teacher education is to provide the country with qualified professional educators. Concerning teaching practice, the faculty of teacher education establishes cooperation with schools. In the teaching practice at schools, the student teachers are normally supervised by both school and university supervisors. To improve student teachers’ competences in teaching, they need to consult with the supervisors during the period of teaching practice. In the teaching

practice, students find difficulties as they have no experience in teaching and there is a lack of facilities to support their teaching practice. Finally, there is a need to improve the system of teaching and providing more facilities to support the teaching practice.

Conclusion and implications

This project was an exploratory study with key players linked to Initial Teacher Education (ITE) at the Faculty of Education of UNTL. It aimed at exploring a number of issues arising from the transition curriculum, Minimum Curriculum Content and European Credit Transfer System curriculum and their process of implementation at UNTL and particularly at the Department of English of the Faculty of Education. A qualitative design was adopted including semi-structured interviews to policy makers, university teacher educators, student teachers and school supervisors as well as focus groups with student teachers and university teachers.

The curriculum of Initial Teacher Education at UNTL was reformed since it was established. The reforms were intended to improve the quality of education, and particularly of teacher education, in East-Timor as a new country. However, there was no especial curriculum evaluation about the effectiveness of the curriculum reforms and their implementation. That is why this research is timely. It focused on issues such as supervision in ITE, its positive and negatives aspects; the advantages and disadvantages of curriculum reform and the most problematic aspects in ITE. In addition, aspects related to ways of improving ITE in East Timor were also dealt with.

The goal of the Initial Teacher Education is to prepare qualified educators for schools around the territory of East Timor. There are several aspects to be taken into consideration such as professional competence; organizing the field teaching practice; the role and profile of supervisors; the components of assessment; the role of teaching practice and its challenges.

Four main questions guided this research. The first question was: What are the key features of the new curriculum for initial teacher education in East-Timor? In regard to this question, the key features of initial teacher education in East Timor especially at the English Department point to the need to focus on preparing student teachers to gain professional competence especially in English skills and in both theories and practices of pedagogical methods. In regard to English skills, student teachers are led to achieve a high competence in speaking, listening, reading, writing and grammar. Meanwhile, in relation to the pedagogical methods, student teachers are well prepared to know how to make a syllabus and lesson plan for teaching as well as developing teaching approaches. As a result, the schools appreciate student teachers' teaching performances so that many of them have been recruited to be the professional teachers in the same schools.

In addition, the university establishes partnerships with the schools for pedagogical practice for student teachers. In teaching practice, students gained some valuable skills and knowledge from experience in schools. School teachers give appreciation for the teaching practice so that they receive the student teaching practice year after year. As for the teaching practice, student teachers were given more opportunities to design their own lesson plans and teaching in the class independently. In the process of designing the lesson plan the student teachers need to consult with both schools and university supervisors. Besides that, the future educators are also evaluated in their lesson plan and teaching performance. So, the roles of supervisors and the teaching practice are really important for improving the future teachers' professional competence as educators. As a result, the students recognize the supervision that they get is important and relevant in so far as it provides them with sufficient skills for doing their teaching practice at schools.

However, some challenges remain. Student teachers face a number of challenges such as: some student teachers are located far away from their living places; as a consequence, some students are often late to their teaching place/schools or late in teaching. Added to this is the fact that resources at schools are not sufficiently available such as photocopy machine, and many times the student teachers spend their own money to copy teaching materials or handouts. As far as writing thesis or monography is concerned, it aims to improve student teachers' professionalism in so far as student teachers do not only know how to teach but also how to do research in their area of study.

The second question was as follows: What kind of elements do the profile of the teacher educators and supervisors include? Data suggest that the profile of teacher educators includes the following: they need to be good in knowledge and skills in their area of the study. They also should be aware of their role as supervisors, advisers, and mentors. Temporarily at UNTL, the minimum requirement level of education of a teacher education is master but most of them are pursuing a PhD. The development of the community in East Timor is moving fast so the requirement for the teacher educator could be changed again after 5 to 10 years to minimum level of education for an educator might be only Doctor or PhD. The profile of university supervisors for the teaching practice, is a person that has minimum three years teaching at university (UNTL). Meanwhile the profile to school supervisors should be English teachers that have a degree in English pedagogy and already have some experience in teaching.

As for the third research question “How do teacher educators, student teachers, Faculty administrators and policy makers look at the new curriculum and the ways in which it has been put into practice?”, data point to a number of key features. The participants of the study, to some extent, accept the reality of curriculum change on the reason of adapting with an era of globalization. However, on the other hand, they criticize the fact that policy makers change the curriculum in a short period of time without any evaluation. The curriculum change is just based on the political decision and not based any analytical study. In this case, participants are concerned that the curriculum might be changed again if some other politicians come to power. There was not time given to the teacher educators or curriculum implementers to be prepared before the implementation. So, teacher educators just use the abilities that they have to implement the new curriculum without support and required training. Lacking of facilities to support the curriculum implementation concerning with ECTS curriculum is also a reality as the facilities available are not sufficient to organize the large classes.

Finally, the fourth question was “How do the participants rate the different components of the curriculum?”. Findings suggest that the new curriculum has more credit hours and fewer subjects if compared the previous transitional curriculum. Also, the new curriculum system is more student centered, which means that students are more independent in learning and the educators are seen as mentors, supervisors and guiders. In the transitional curriculum, teaching English skills is more focused rather than the current one; however, the students mostly depended on the teaching class or lecturers. Although the new curriculum is adopted from the advanced countries, there are several advantages and disadvantages of the curriculum reform. The most problematic aspects in ITE are as follows: First, since the beginning of the university established in 2000 there is no curriculum evaluation for higher education generally and especially at the UNTL. Second, the number of the new recruitment students each year is bigger than the space or resources available, so the classes are not easy to organize. Third, there is no sufficient budget to support the educators to do research. Fourth, the profile of educators especially in educational level is that most of the educators are hold a master and doctor levels; however, many educators’ background of education are not related to teaching English pedagogy. Fifth, stakeholders decide to reform the curriculum without a consultation with community, intellectuals, institutions and educators. Lastly human resources are lacking especially curriculum specialists that can support developing national education in curriculum development.

As for the suggestions for the improvement in ITE, there are some recommendations and suggestions from the participants related to the curriculum change/reform, teaching practice of microteaching and field teaching. The recommendations are based on the experience of both learners and educators. They state that the curriculum reform is important; however, it is necessary to evaluate it before the stakeholders for the current curriculum have to make any change in higher education. Another suggestion is that before the implementation of the new curriculum, it needs to have socialization with the new curriculum and preparation for implementation.

In relation to the real conditions, the facilities for teaching and learning activities need to be improved both at the university and in the field teaching practice at schools. Moreover, the placement of the students for the field teaching practice should be based on the location where they live because some student teachers found it difficult to reach the schools only because of the long distance. As a consequence some of the students were late to their field placements and some students neglect their teaching practice. Also, student teachers are overloaded with teaching hours so the teaching hours should be reduced. Besides that, the recruitment of the new enrollment students at English Department especially and the Faculty of Initial Teacher Education should be taken over by university not Ministry of Education in order to take in account the conditions or resources available.

In relation of lack of human resources for the schools, some of the students suggest it might be important if the university cooperate with Ministry of Education to have more educators for the secondary schools. Moreover, one of the prospective teachers recommends having also teaching practice at primary schools. The final recommendation is about maintaining the cooperation between the university and the schools, which is really important to develop teaching profession for the student teachers and for the secondary schools.

Teacher Education in East Timor plays an important role for the development of the national identity and culture of the country. The national identity through culture, society and ideology are the priority for the development of the national education. The curriculum development in East Timor is depended on three factors: First, the actors that are involved in decision making need to take into consideration the real needs of the country; second, the curriculum is seen as a bag or plastic bag which refers to culture, and social ideology; third, education is like a house/organization that needs to put or process things that are selected based on the needs students and community.

In order to take further action to evaluate and study the effectiveness of the new curriculum implementation, there are some topics that might be important to do. First, it would be important to expand this study to all teacher educators and student teachers in UNTL. Also, it would be important to look at the effectiveness of the implementation of the New Curriculum ECTS in ITE in UNTL. Also relevant would be to carry out a longitudinal study with student teachers Entering UNTL and investigate their learning experience throughout the program. Finally, it would be important to examine the process of learning to teach under the new curriculum and to design and evaluate a Professional Development Program for Teacher educators at UNTL.

Final considerations

The objective of the ITE is to provide qualified educators for the schools around the territory of East Timor. Since UNTL was established in the year 2000, ITE has provided most of the educators around this territory. However, related to conditions that this public institution is facing, there are still limited human resources and facilities to support the teaching and learning process. If the conditions are improved the quality of education especially in ITE can be improved too.

Since the establishment of the national university, ITE has still maintained a good reputation in the community for its quality. ITE has provided most of schoolteachers around the territory in all disciplines and especially English Department. However, in the future if the conditions remain the same, it will be hard to achieve the goals of national education because the conditions of schools and the community dramatically changed which is to be related to the adaptation to globalization after several years of independence.

The Initial Teacher Education has established good cooperation with schools since the university was established so the final year students can do their teaching practice at schools. The objective of teaching practice is to improve student teachers' ability in the teaching profession. However, resources to support the students teaching practice are not sufficiently available at schools so sometimes it undermines with the effectiveness of the teaching practice.

Teaching practice plays important role in the development of student teachers' professional competence. Besides that, teaching practice also plays an important role in selecting the new professional educators for schools. In reality, many students after the teaching practice are recruited to be the teachers in schools, although the teaching facilities are not sufficiently

available at schools. So, if the government provides more facilities to the schools, student teachers can be more professional in their teaching activities.

National identity through culture, society and ideology should be considered as important factors that can promote the national identity of this young country. To realize the national curriculum especially for higher education, it should not be always changed only based on the ideas of stakeholders and political power. It should be based on situational analysis and curriculum evaluation. If the curriculum is reformed without situational analysis and curriculum evaluation it could lead to misconception and misinterpretation of the development of the national education. In this regard, Tonna and Mifsud (2019, p.58) explain that

“National reform to improve learning and system-wide decision related to the preparation and continuing development of teachers have vital, long-term consequences. Teacher education often finds itself at the crossroads of educational reform and policy mandates”.

In the process of curriculum reform itself, there is still a lack of human resources especially in curriculum specialists. The curriculum reform mostly depend on foreign experts. This aspect leads the national education to adopt international or global education. On the other hand, foreign specialists do not know well the local conditions, so they might not be fully paying attention to local politics, ideology and cultures as part of national identity. As a consequence, the new curriculum might face a big challenge for the national education to promote the national identity.

Normally, after a curriculum has changed or reformed the important thing for the national education or school institution is to socialize the new curriculum among the curriculum implementers. In the process of curriculum implementation, schools or universities need time to prepare resources related the new curriculum requirements or changes. The real thing that happens to the educators at this national university is that the educators just implement what was offered by the stakeholders or the national education without socialization and adequate preparation. As result, the educators find it hard to implement the new curriculum in their daily teaching and learning process. If the conditions do not changed, it could be hard for the national education to promote the quality of education. When talking about change in ITE, Vieira, Flores, Silva, and Almeida (2019, p. 41) assert that

“Implementing change in teacher education involves dealing with resistance, tensions, and dilemma, and outcome are never as progressive as they might be, namely because tradition and innovation are difficult to reconcile within organizational cultures that tend to be conservative, and where divergent interests and power imbalance often undermine democratic debate and the resolution of problems”.

The best way to reform curriculum or change any system of education is for the policy makers to consult with teacher educators because they are the experts and implementers of the changes. The education specialists as Tonna and Mifsud (2019, p. 58) comment that, “Based on our experiences as teacher educators and decision makers, we stress the necessity of consulting with teachers and learning about the factors that they deem as bearing directly on the implementation process with particular attention to their specific concern”. As a consequence of not consulting teacher educators, teaching and learning English at English Department are now not focused due to the lack of curriculum discussion and consulting in the department and lack of preparation for the curriculum implementation. In other words, if the conditions are going to be the same, the quality of English might be worst. As Jacobowitz and Michelli (2019, p. 72) state,

“Simultaneous renewal”, this means that we cannot renew schools without renewing the way educators are prepared, and we cannot renew the way educators are prepared unless there are schools ready to receive them and who participate in their preparation. The idea of joint-simultaneous-responsibility for change had in it deep ideas of equity and respect and was important part of our share vision”.

Finally, in whatever condition of a country, teacher education always plays an important role in the quality of human development. A country could find it hard to develop it if the stakeholders or policy makers do not regard teacher education as a key factor in the development of the quality of education. Actually, the development of a country in every aspect comes from the quality of education.

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APPENDICES

Appendix 1

Focus group and interviews for Student teachers, Teacher Educators and other stakeholders

The context of the interview: Student teachers and teacher educators at the National University of East Timor.

1. Student teachers at the National University of Timor-Leste
2. Heads of departments at the Faculty/National University of Timor-Lorosae (UNTLL);
3. Teacher Educators of English Department;
5. The stakeholders of the Ministry of Education.

Interview protocol for Policy Makers and Heads of Department

The objectives of the interview:

- To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;
- To examine the different components of initial teacher education curriculum;
- To analyse the role of teaching practice within the initial teacher education curriculum;
- To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.

Objectives	Questions
To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;	<ol style="list-style-type: none">1. What is the main objective of initial teacher education for you? Why?2. What are the best methods/strategies for training and assessment more appropriately in initial teacher education? Why?3. What should be the profile of a teacher and of a teacher educator? Why?
To examine the different components of initial teacher education curriculum; To analyse the role of teaching practice within the initial teacher education curriculum;	<ol style="list-style-type: none">4. What are the key components of initial teacher education curriculum? Why?5. How are they articulated within the curriculum of initial teacher education?6. What are the positives and the negatives in initial teacher education? Why?7. How do you see the role of teaching practice in initial teacher education? Why?

To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.

8. What about assessment in initial teacher education? How do you see it and why?
 9. How do you see the main changes that have introduced in the curriculum of initial teacher education? Why?
 10. How do you see the role of supervision in initial teacher education? Why?
 11. What are the most problematic aspects of your experience in this training model and why?
 12. What kind of recommendations you would like to make to improve the training model?
 13. What is the main objective of the curriculum change/reform? Why?
 14. How do you see the cooperation between the universities and government especially Ministry of Education in this regard? Why?
 15. How did you do curriculum evaluation in the previous curriculum before the changes put into practice?
 16. What are the advantages and disadvantages of the Minimum Curriculum Content?
 17. What are the advantages and disadvantages of ECTS?
 18. Do you think ECTS curriculum is accepted well by the educators and learners? Why or why not?
 19. Do you think the educators are easy to adjust with new curriculum (ECTS). Why and why not?
 20. Are there some specialists to help transforming or changing the new curriculum? If yes, who?
 21. Is the time allocated to initial teacher education sufficient? Why?
 22. In your opinion, what would be the changes to improve the quality of teacher education in your institution?
 23. Do you have something else to say?
-

Interview protocol for Teacher Educators

The objectives of the interview:

- To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;
- To examine the different components of initial teacher education curriculum;
- To analyse the role of teaching practice within the initial teacher education curriculum;
- To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.

Objectives	Questions
<p>To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;</p>	<p>24. What is the main objective of initial teacher education for you? Why?</p> <p>25. What are the best methods/strategies for training and assessment more appropriately in initial teacher education? Why?</p> <p>26. What should be the profile of a teacher and of a teacher educator? Why?</p>
<p>To examine the different components of initial teacher education curriculum;</p> <p>To analyse the role of teaching practice within the initial teacher education curriculum.</p>	<p>27. What are the key components of initial teacher education curriculum? Why?</p> <p>28. How are they articulated within the curriculum of initial teacher education?</p> <p>29. What are the positives and the negatives in initial teacher education? Why?</p> <p>30. How do you see the role of teaching practice in initial teacher education? Why?</p> <p>31. What about assessment in initial teacher education? How do you see it and why?</p>
<p>To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.</p>	<p>32. How do you see the main changes that have introduced in the curriculum of initial teacher education? Why?</p> <p>33. How do you see the role of supervision in initial teacher education? Why?</p> <p>34. What are the most problematic aspects of your experience in this training model and why?</p> <p>35. What kind of recommendations you would like to make to improve the training model?</p> <p>36. What is the main objective of the curriculum change/reform? Why?</p> <p>37. How do you see the cooperation between the universities and government especially Ministry of Education in this regard? Why?</p> <p>38. How did you do curriculum evaluation in the previous curriculum before the changes put into practice?</p> <p>39. What are the advantages and disadvantages of the Minimum Curriculum Content?</p> <p>40. Can you describe the teaching experiences in this initial teacher education that you develop for the prospective teachers? How is the situation that you face? Why?</p> <p>41. What are the most problematic aspects of your experience in this training model and why?</p> <p>42. What are the advantages and disadvantages of ECTS?</p> <p>43. Do you think ECTS curriculum is accepted well by the educators and learners? Why or why not?</p> <p>44. Do you think the educators are easy to adjust with new curriculum (ECTS). Why and why not?</p> <p>45. Are there some specialists to help transforming or changing the new curriculum? If yes, who?</p> <p>46. Is the time allocated to initial teacher education sufficient? Why?</p> <p>47. In your opinion, what would be the changes to improve the quality of teacher education in your institution?</p>

The interview protocol for Prospective Teachers

The objectives of the interview:

- To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;
- To examine the different components of initial teacher education curriculum;
- To analyse the role of teaching practice within the initial teacher education curriculum;
- To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.

Objectives	Questions
<p>To understand the ways in which different stakeholders look at the curriculum reform of initial Teacher Education;</p> <p>To understand the experience of the prospective teachers in teacher education.</p>	<ol style="list-style-type: none"> 1. Why did you choose this course? 2. What is your future planning of the course? 3. How is the study so far? Why? 4. What is your opinion about the positive and negative aspects of this course? 5. What is your opinion about how course that you are doing? What have been the most interesting learning experiences so far? Why? And the least interesting experiences? 6. What is your opinion related to the quality of knowledge and skills of teaching pedagogy in this course that will be accepted by secondary schools? Why? 7. What is the main objective of initial teacher education for you? Why? 8. What are the best methods/strategies for training and assessment more appropriately in initial teacher education? Why? 9. What should be the profile of a teacher and of a teacher educator? 10. What professional competence do you think you need to face the reality of schools? 11. What are the key components of initial teacher education curriculum? Why?
<p>To examine the different components of initial teacher education curriculum;</p>	<ol style="list-style-type: none"> 12. How are they articulated within the curriculum of initial teacher education? 13. What are the positives and the negatives in initial teacher education? Why?
<p>To analyse the role of teaching practice within the initial teacher education curriculum.</p>	<ol style="list-style-type: none"> 14. How do you see the role of teaching practice in initial teacher education? Why? 15. What about assessment in initial teacher education? How do you see it and why? 16. What do you think about the ways in which your Micro Teaching and Field Practice Teaching are organized and evaluated? Why?

To understand the views of the different stakeholders in regard to recent curriculum change in initial teacher education.

What have you learned?

17. In the phase of the Field Practice Teaching, what is the role of supervision in your professional development as a future teacher?
 18. What are the most positive aspects of your experience in this course and why?
 19. What are the most problematic aspects of your experience in this course and why?
 20. Are you familiar with the objectives of Ministry of Education/UNTL reform/change the curriculum from “Minimum Curriculum Cont” to “European Credit Transfer System” If you know `How? If you do not know `Why.
 21. How do you see the curriculum change as the cooperation between the universities and government especially Ministry of Education? Why?
 22. What are the advantages and disadvantages of the Minimum Curriculum Content?
 23. What are the advantages and disadvantages of ECTS?
 24. Do you think ECTS curriculum is accepted well by the educators and learners? Why or why not?
 25. Do you think the educators are easy to adjust with new curriculum (ECTS)? Why or why not?
 26. Is the time allocated for your training sufficient?
 27. In your opinion, what would be the changes to improve the quality of teacher education in your institution?
 28. Do you have something else to add?
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