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Enhancing Canadian Teacher Education Using a Story Framework

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Abstract

The *Accord on Initial Teacher Education* was created by the Canadian Deans of Education in 2006 to guide teacher educators across Canada. The *Story Model* (Drake et al., 1992) is aligned with the principles in the Accord and has proven useful in teacher education. Here it is explored as a framework for curriculum development and as an instructional strategy for students to analyze complex educational issues. This framework uses an inside-outside/past- future approach to analyze current issues and includes personal, cultural and global perspectives. Literacy and emerging new literacies are explored within the framework, as well as traditional assessment and assessment for and as learning. The *Story Model* looks toward creating a dynamic pan-Canadian "new story" in teacher education.

En 2006, l'Association canadienne des doyens et doyennes des facultés d'éducation a créé *l'Accord sur la formation initiale à l'enseignement* afin de guider les formateurs des enseignants au Canada. Le modèle du récit (*Story Model* – Drake et al., 1992) correspond aux principes de l'Accord et a démontré son utilité en matière de formation des enseignants. Dans cet article, les auteurs le présentent à titre de cadre de référence pour l'élaboration de programmes d'enseignement, de même qu'à titre de stratégie d'enseignement permettant aux étudiants d'analyser des enjeux pédagogiques complexes. Ce cadre utilise une méthode intérieur-extérieur/ passé-présent pour analyser les enjeux actuels et considère les perspectives personnelles, culturelles et globales. Les auteurs étudient la littéracie et les nouvelles littéracies, tout comme l'évaluation traditionnelle et celle qui est au service de l'apprentissage. Le modèle du récit (*Story Model*) vise à créer un « nouveau récit » pancanadien dynamique en matière d'éducation des enseignants.

The purpose of this reflective essay is to explore a "story" conceptual framework that university faculties may find useful to deepen understanding of current educational issues. It has been used in a variety of ways including curriculum development and as an effective instructional strategy for analyzing complex issues and teaching future teachers to think analytically and critically.

Storytelling is a powerful way of making meaning of the world. A similar storytelling model, for example, is advocated as a theoretical framework for critical examination of racism through the arts (Bell & Roberts, 2010). Specifically, this essay explores how the *Story Model* (Drake, et al., 1992) can enhance Canadian teacher education in light of the Association of Canadian Deans of Education's (2006) *Accord on Initial Teacher Education*. It is expected that other faculties in the university may also find this model useful in their contexts.

Preparing teacher candidates to teach across Canada is a practical expectation - but not without challenges. *Teacher Education in Canada* (Crocker & Dibbon, 2008) reported a review of 56 universities across Canada based on a national survey of recent graduates, school principals, and faculty of education members. The report revealed great differences in the programs – ranging in duration from eight months to two years. In some jurisdictions, certification is for K-12, and in others, it is for specific divisions such as junior/intermediate. A chasm in beliefs emerged between educators in the faculties and those in the field. Generally, school principals and new teachers believed that recent graduates from teacher education programs were ill prepared for teaching and that faculties emphasized irrelevant knowledge and skills while ignoring pertinent topics such as classroom management and how to motivate students to learn. Principals perceived little collaboration between school systems and higher education, while the faculties perceived high levels of collaboration.

Clearly, Faculties of Education are called to action. Previously, Canadian Faculties of Education responded to reform in individual ways – given the provincial, rather than national, responsibility for education. In Ontario and British Columbia, for example, a regulatory College of Teachers was established. Alberta introduced a series of educational policy documents that called for reform of teacher preparation programs based on prescribed standards and the ideologies inherent in the "quality" and "effectiveness" research literature (Foster, Swanson, & Burghardt, 2008). In this context of provincial responsibility, there seemed little necessity for a pan-Canadian vision that included all provinces and territories even if each jurisdiction faced similar challenges as indicated in Crocker and Dibbon's 2008 report.

However, the context changed in August 2009 when any teacher certified in Canada could teach in any province or territory. The Canadian Premiers directed all provinces to amend the Agreement on Internal Trade (AIT) to require "certificate for certificate" mobility for regulated professions (J. Heap, personal communication, April 30, 2008). This change in labour mobility policy has potentially far-reaching implications. Although provinces and territories develop their own education policies, curriculum and certification procedures, Canadian teacher preparation must be applicable to *all* provinces and territories. Surely this should require a pan-Canadian vision created through dialogue among stakeholders.

The *Accord on Initial Teacher Education* (Association of Canadian Deans of Education, 2006) offers a pan-Canadian vision or a "New Story" for teacher education. This document, referred to as the *Accord,* provides guiding principles for the preparation of new Canadian teachers, creates discussion points for interested stakeholders and supports and fosters teacher education research. The intent of the *Accord* is not to add a layer of accountability, but rather to stimulate much needed pan-Canadian conversation about relevant Canadian teacher education.
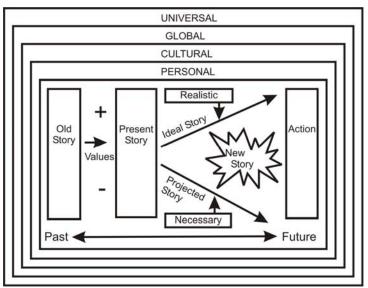
The *Accord* offers an attractive vision. Unlike the Holmes Group report (1986) and its emphasis on technical rationality, the *Accord's* "principles" are about human engagement in the world (Falkenberg, 2008). The *Accord* presents the image of a successful teacher candidate at the end of the teacher education program. Students should be knowledgeable about situated practical knowledge, pedagogical knowledge, academic content knowledge, literacies, ways of knowing, the interconnected nature of theory, research and practice, the developmental nature of learning (intellectual, physical, emotional, social, spiritual and moral) and the politics of difference.

Yet, what do these principles look like in the reality of the 21st century world? Teacher educators need to prepare all teacher candidates for their roles in a diverse world and to be informed citizens who contribute creatively to human development and social change. Candidates need to think critically and develop and prepare inclusive curricula and pedagogies. They should be responsible professionals who act with democratic values and principles. They are social and political leaders who promote diversity and inclusion. They collaborate with other teachers and are socially responsible to learners, schools, and colleagues in local, national and global communities. Finally, they need to be thoughtful and innovative.

Relevant to this discussion is how the Americans are looking at improving teacher education. Grossman and McDonald (2008) look to the past to project into the future for directions for research. Their three recommendations are pertinent to us – indicating that United States and Canada do have much in common. First, a common language needs to be created to describe, analyse and improve teaching. Second, researchers need to look beyond the cognitive demands of teaching to focus on teaching as cognition, craft and affect (relational aspects of teaching). Third, to understand the complexity of teaching, teacher education should be set at the nexus of multiple contexts such as "teacher candidate attributes, policy contexts, the institutional context, and the teacher education program as well as the district context and the context of the schools and communities in which teachers teach" (Grossman, & McDonald, 2008, p. 192). To me, this third recommendation refers to educators setting their individual contexts within the bigger picture. This essay will, in part, address the last recommendations in the Canadian context using the *Story Model* (Drake et al., 1992).

The *Story Model* as a Conceptual Framework

Over the years, I return again and again to the *Story Model* (Drake et al., 1992) as a framework to help my education students understand educational change and to take a positive role in it. According to the model, people essentially make meaning from stories – both personal and social ones – and recognize that we have the power to change the stories if we wish. The *Story Model* adopts the perspective of narrative researchers such as Connelly and Clandinin (1994) in that it focuses in four directions - backwards–forwards and inside–outside. Figure 1 is a graphic representation of the *Story Model*.

Figure 1. The *Story Model*. Adapted from "Developing an Integrated Curriculum Using the Story Model," by S. M. Drake. J. Bebbington, S. Laksman, P. Mackie, N. Maynes, & L. Wayne, 1992, *Developing an integrated curriculum using the Story Model*. Toronto: OISE Press.

Stories are filtered through personal, cultural, global and universal frames. These frames are permeable and constitute the inside–outside and outside–inside perspectives. Our ways of understanding are always filtered first through the personal lens or personal story. I am writing this article through my own personal lens—everything I have learned is filtered through my own story or, in other words, the way I have interpreted a lifetime of experiences. At the same time, my story is filtered through a cultural story. This may be the culture of my Faculty of Education, my province and/or my country depending on the context. The cultural story can include the political, economic, social and cultural landscape.

Cultural stories are embedded in a global story. Today, we are all affected by what happens globally. Education in each province or territory is influenced by what is happening in other jurisdictions and cultures across the planet. It is a metanarrative with embedded values perpetuated by our institutions and organizations from churches, to schools to multinationals. Much of the metanarrative operates at the implicit level as a taken-for-granted – that is, we are not conscious of how our cultural story and its embedded values permeate our personal stories.

The outside frame represents the universal story—the ageless and timeless story that connects us as human beings. Sometimes this story is interpreted spiritually or as our Way of Being in this world. At other times, it is the universal connections humans make such as the love of music or art. The universal story can be seen in the search for how people learn best.

Importantly, both implicit and explicit values are embedded in all stories, and these values drive the actions of the players in the story. In order to understand a phenomenon, we need to deconstruct a complex web of stories to discover the values that drive the actions. Such deconstruction requires critical literacy and analytic skills.

Simultaneously, in order to understand the "story" of any phenomenon, we need to explore backward to forward, as well as forward to backward. The exploration of temporality includes the present story (today), the perceived past story (Old Story) and the anticipated future (New Story). As well, we need to look inward to outward and outward to inward. To complicate this exploration, the interpretation of the "story" always begins with the personal story of the

interpreter. To do this exploration, one needs to see with a wide-angle lens and zoom lens simultaneously. Martin (2007) identifies this skill as integrative thinking.

An important assumption of this model is that the present day story is undergoing flux and transformation – perhaps even a crisis. Two seemingly opposite sets of beliefs, values and behaviours are vying for supremacy. According to the *Story Model*, there is an ongoing dialectical process whereby the players attempt to reconcile or synthesize these two opposite polarities. Some examples of such seemingly opposite positions in education are traditional versus holistic education, phonics versus whole language and quantitative versus qualitative research.

In looking to the future, rather than insisting on a choice of either/or, we should consider shifting to both/and. It is important that the good from the Old Story be recognized and carried forward. On the other hand, we need to recognize what is realistic in the preferred future story so that we can bring that forward also. Through this dialectical process, the next story is created. For example, the basics are embedded in a holistic context; phonics are taught in a whole language context; quantitative and qualitative research are integrated into mixed methods.

The New Story ultimately becomes the way that we do things and is supported by public understanding, bolstered by both education and by legislation. Take, for example, seat belts. Today, wearing seat belts is a part of our everyday story; this happened through research/education and legislation.

Importantly, we are the authors of our stories, both individually and as a society. We–an individual or a society–can consciously choose to change the story. A dramatic example of creating a New Story over the last 15 years has been the gay and lesbian movement, particularly in Canada. The election of Barack Obama has inspired a vision of a New Story. Regardless of how history deems his presidency, he opened the door of possibilities for African Americans and demonstrated that a cultural story can be changed.

Understanding Education, Change and the New Story

Today, education is undergoing transformation. Examples of such transformation are early childhood education, special education, character education, Black education, Aboriginal education and service learning. The *Story Model* can act as a guide to understanding many of the complex forces at play and help us to consciously transform the story to one that embodies the values we wish. The story of literacy can provide a good example of how the story framework can be used for curriculum development for initial teacher education. Using this example, I explore the perceived past, present, and anticipated future of literacy through in an educational context. Although teacher candidates all have personal experiences of education and literacy that will influence their perspectives, I will look through the cultural frame at this story in the making.

The Old Story of literacy meant reading and writing. This definition expanded to include the three Rs (i.e., reading, writing, arithmetic) – and literacy and numeracy were seen as the "basics" needed for a successful life. The Old Story has not disappeared. Across Canada, literacy and numeracy are tested largely using criterion-referenced tests under provincial/territorial supervision (Volante & Ben Jaafar, 2008).

However, there is an emerging New Story. The "new literacies" will also play a huge role in education (see, for example, Coiro, Knobel, Lankshear, & Leu, 2008; Knoble & Lankshear, 2007). The new literacies are interdisciplinary. Student outcomes for the 21st century include

literacy in entrepreneurship, civics, health, information and communications technology (ICT) and the media (Partnership for 21ˢᵗ Century Skills, 2008). Teaching 21ˢᵗ century skills requires teachers to think in new ways to develop curriculum and to assess these skills (Rotherham & Willingham, 2009).

Media literacy and critical literacy are two crucial new literacies for living in the 21ˢᵗ Century (Brown & Schwarz, 2008). Both literacies require the ability to deconstruct the ways in which information is presented to discover hidden agendas. Texts are no longer simply written texts but are visual, spoken, performance and multimedia. No subject area is immune. How can one, for example, set science in a real world context without addressing the influence of media or funding agencies?

Technological literacy provides a mind-boggling challenge. To be literate goes far beyond being a critical consumer of information. The Web 2.0 threatens to make current ways of knowing obsolete (Kist, 2005; Richardson, 2008). Those who communicate through Web 2.0 (e.g., Twitter, Facebook, blogs, You Tube, Wikipedia, wikis) are co-creating knowledge. A Canadian report, for example, recently recommended creating videogames as an instructional strategy that particularly engages the often-reluctant boys in literacy activities (Sanford, 2010). The Net Generation is changing the way we know. In fact, Tapscott (2008) claims that the new ways that young people are using Web 2.0 are actually changing the way the brain works. Interestingly, he finds this new generation to be smarter and kinder than those who have not been weaned in a wired world.

How can teacher educators contribute to the creation of this New Story? Teacher educators need to address both the traditional concept of literacy and numeracy and the "new literacies." How? Teacher educators will need to know how to integrate the new literacies into the traditional subject areas. They must be prepared to be critically and media literate and to demonstrate this through their everyday teaching.

For some teacher educators and teacher candidates, the new literacies offer exciting opportunities. For example, they may want to add communication platforms or modes of presentation such as blogs and seed wikis to their curriculum. For others, acquiring the knowledge and skills of the new literacies will be challenging. Students may be technologically literate while some of their teachers may need to learn the basic skills, leading to an upheaval in traditional teacher-student roles (Mishra & Koehler, 2006; November, 2008). As well, candidates will need to know how to access, manipulate, interpret, analyse and evaluate these new modes – either learning from the students or learning with them.

As we move toward a New Story in literacy, we can choose to address both the traditional and new literacies. In this way, teacher educators and their students can be a part of authoring the New Story.

Exploring Issues within Rich Multilayered Contexts

The *Story Model* is a generic framework that can be used to explore a large variety of educational issues. I have used it with hundreds of students to situate educational issues in a rich, multilayered context. The framework can be used at the faculty level for curriculum development or as an instructional strategy for teacher candidates. Such use concurs with Grossman and MacDonald's (2008) call for understanding the complexity of teaching by setting teacher education in the "nexus of multiple contexts" (p. 192). As previously mentioned, applying this model in its fullest incarnation requires exploring an issue in its temporal sense and interweaving

this simultaneously with the personal, cultural, global and universal contexts. It also asks that the researcher commit to some personal action to make the New Story happen.

I will show how the *Story Model* can be helpful in enriching understanding and in constructing a New Story for the future by exploring assessment in education.

Personal Story

Currently, I am heavily involved in educational assessment – particularly classroom assessment. I teach courses in this area to both concurrent education students and graduate students. As well, I am just completing a three-year SSHRC research study (with Dr. Louis Volante) that explores the development of assessment literacy with elementary and secondary administrators and teachers in two school districts. In September 2010, the Ontario Ministry of Education mandated a new assessment policy, *Growing Success*. This policy promotes assessment for learning (AfL) as classroom practice. My area of teaching and research is then particularly relevant to teacher education in my province.

I am a constructivist who favours a holistic paradigm and believes in transformational learning. For me, relevance is the key to meaningful learning. (Story is one way to insure meaningful learning.) Yet, over my years in teacher education, I have seen the pendulum swing from holistic, integrated approaches to traditional discipline-based ones and then slightly back to holistic ones (Clausen & Drake, in press). I understand this now as a swing between accountability and relevance. In Ontario's new assessment policy, public accountability through large-scale testing is balanced with relevant student learning through classroom assessment (AfL) (Ontario Ministry of Education, 2010). I expect that a 21st century trend will be to balance accountability and relevance in many areas of education. It is through this lens that I approach my teacher education courses and my research.

Cultural Story

In eras of accountability, standardized tests are the order of the day. Across Canada, there is some form of large-scale assessment in every province and territory today (Klinger, Deluca, & Miller, 2008). Establishing accountability through standardized assessment is the Old Story. Deconstructing the story, the values embedded in standardization are scientific method (objectivity, one truth), rank ordering (bell curve), maintaining the status quo, prediction and control. It is an old story of "power over" (Drake, 1996). But is the old story working?

Concerns with large-scale assessments across Canada (and for educators around the world) include a significant narrowing of the curriculum, an exclusive focus on literacy and numeracy at the expense of a balanced program, the failure to measure complex skills such as 21st century skills, teaching to the test, demotivated students who do not improve and the misuse of such tests to rank schools (Crundwell, 2010; McAffrey, 2010). Yet, provincial testing can carry important consequences for Canadian students (Volante, 2007). In some provinces such as Alberta, Newfoundland, and Quebec the test constitutes from 30 to 50 percent of a senior high school students' final grade. In Ontario passing the provincial literacy test is a graduation requirement.

In Ontario, where I work, large-scale assessment is under the jurisdiction of the Education Quality and Accountability Office (EQAO). While the public has generally approved of and put faith in the results of EQAO testing, teacher attitudes toward large-scale assessment

have been notoriously negative since the inception of EQAO testing in 1997. The Ontario Secondary School Teachers' Federation (OSSTF) has criticized the time and money allocated to the testing program (Head, 2008). The Elementary Teachers Federation of Ontario (ETFO) has launched a campaign to abolish EQAO testing (Brand, 2010). On the other hand, ETFO strongly supports AfL (Goode, Kingston, Millar Grant, & Munson, 2010).

Global Story

Around the world, very different jurisdictions – highly centralized ones such as Britain and decentralized ones such as found in United States and Canada – use large-scale assessment to monitor student achievement for public accountability (Klinger, DeLuca, & Miller, 2008). Sixty-five countries now participate in international tests such as TIMMS and PISA. Such tests are criticized for their test bias through insensitivity to economic, socio-cultural, gendered and ethnic contexts (Kohn, 1998) and for their unintended consequences such as an increase in the dropout rate, and the narrowing of the curriculum (Volante, 2007). Others believe that when accountability is determined only through testing, the real goal of schools (i.e., improved student learning) is limited (Hargreaves & Shirley, 2009; Levin, Glaze & Fullan, 2008; Mφller, 2009). Yet, most agree that some form of large-scale testing is likely here to stay.

An Emerging New Story

In contrast, a New Story is emerging. Across Canada, there is increased interest in classroom-based assessment. In the Maritime provinces, the *2009-2012 Strategic Plan* developed by the Council of Atlantic Ministers of Education and Training (2008) includes a review of current assessment tools for implementation for early childhood, and support for middle school teachers to learn differentiated instruction, a wider repertoire of instructional strategies and classroom-based assessments. Quebec has followed a unique path in its interdisciplinary program that emphasizes cross-curricular competencies as well as disciplinary ones. *Evaluation of Learning at the preservice and elementary levels framework* (Quebec Ministère de l'Éducation, 2002) directs educators and preservice educators to evaluate competency development with assessment tasks that are authentic, rigorous, coherent, flexible, meaningful and that offer stimulating challenges adapted to student need and interest. This aligns with AfL principles. *The Policy of Evaluation of Learning* (Quebec Ministère de l'Éducation, 2003) for general education of youth and adults also provides an approach aligned with AfL and is definitely a New Story philosophy.

In Ontario and the Western provinces and territories, AfL broadly includes assessment *of* learning (rich summative performance assessment tasks), assessment *for* learning (diagnostic and ongoing formative) and assessment *as* learning (metacognitive and self-assessment). For an in-depth understanding of this shift, see *Rethinking classroom assessment with purpose in mind* (Earl & Katz, 2006). This document developed by Earl and Katz in collaboration with the Western and Northern Canadian Protocol (WNCP) is used across the Western provinces and Northern territories.

In 2010, I attended international conferences such as AERA (American Education Research Association), ASCD (Association for Supervision and Curriculum Development) ICSEI (International Conference on School Effectiveness and Improvement) and the Education Summit (Ontario Ministry of Education), It was apparent that interest in AfL is truly

international and is occurring in countries such as the United States, the United Kingdom, Australia, New Zealand, Singapore and Finland to name a few.

The nature of classroom assessment is changing. The purpose of assessment is primarily for learning rather than for evaluation (accountability). Much of this shift can be attributed to the pioneering work of Black and Wiliam in the U.K. Their meta-analysis of the literature led them to conclude that AfL did improve student learning (Black & Wiliam, 1998). Black and Wiliam (2009) defined AfL as having specific instructional strategies such as sharing success criteria with learners, classroom questioning, ongoing feedback, comment-only marking, self and peer assessment, and formative use of summative assessment.

Black and Wiliam's (2006) work demonstrated that implementing AFL also changed the nature of the classroom and classroom dynamics. Assessment is integrated seamlessly into the instructional activities. The teacher no longer merely delivers knowledge while the students merely receive it. AfL requires an interactive, mutually responsive learning process. The student also has a responsibility to learn, while the teacher's responsibility is to find the best way for each student to learn. Through a variety of assessment tools such as observation, questioning techniques and rubrics, the teacher constantly asks how each student is making meaning of the concepts and skills being taught. The multiple intelligences are important – students learn in different ways and at different rates (Gardner, 1983). AfL requires educators to connect to the unique ways that students optimize learning, leading to differentiation of both teaching and assessment. For example, a student who learns best through the arts will require different teaching/learning/assessing (see, for example, McDonald, 2008). AfL involves self-assessment and metacognition: What have I learned? How have I learned it? What do I still need to learn and how will I learn it (Chappuis, 2005)? To self-assess, students need to know exactly what is expected of them. The teacher is responsible for assuring that students know the criteria for success.

The values in this emerging story are different from the values of the Old Story. Assessment is primarily for learning rather than for evaluation - a direct reversal of the Old Story situation (Earl, 2003). Individualized learning is supported by a belief that all students can learn and succeed, albeit, in different ways and at different rates. Criterion referenced evaluation allows for a J-curve, wherein many students can be at the top, rather than a bell curve where a predictable percentage of students will not succeed and only a few can excel.

The New Story

To apply the *Story Model*, we need to integrate the positive and/or necessary elements of the Old Story into an emerging New Story. It seems that large-scale testing for accountability purposes is here to stay. There are signs that attitudes of Canadian educators toward standardized tests are softening. "There is a growing acceptance of this system by teachers, especially new teachers" (Canadian Teachers' Federation, 2007, p. 1). In our SSHRC-funded study, we found that teachers and administrators can be quite positive about large-scale test results when they use these data in evidence-based practice to inform future directions (Drake, Reid, Beckett & Volante, 2010).

The New Story of assessment includes *both* standardized *and* classroom assessments, rather than *either* standardized *or* classroom assessments. What is important in the New Story is that the attitude toward assessment of any kind has shifted from assessment as an evaluative tool to one where the goal of assessment is to enhance student learning.

Teacher educators/teacher candidates. If teacher educators are aligned with the New Story vision, we need to be a part of making it happen. This requires "both/and" thinking. Teacher candidates' experiences need to include managing and interpreting data, preparing students for standardized tests and using data to improve learning. They will also need to know specific AfL strategies, how to embed assessment into instructional strategies and how to create rich summative assessment tasks (both tests and performance demonstrations).

Equally important, teacher candidates will need to know how to create a classroom culture that is open to AfL and not dominated by grading. Our SSHRC-funded study showed that a real obstacle to implementation of AfL was the pervading mark culture that was reinforced by parents' interest in a mark or grade rather than in real learning. Aligning grade reporting with policy is part of the dialectical process in creating the New Story. Ontario has made some changes in reporting in its new assessment policy (Ontario Ministry of Education, 2010), but there are still many contradictions left to resolve.

At the same time, we need to continue to work toward richer models of classroom assessment that truly enhance student learning. Candidates need to experience such techniques as higher order questioning, detailed feedback instead of grades, "no hands," revising lessons to adapt to student needs and checking for understanding (e.g., exit cards) (Black, Harrison, Lee, Marshall, & Wiliam, 2003). In my experience, there will be resistance to many of these strategies as teacher candidates are used to a mark-focused culture – particularly at the university. Creating a culture that encourages AfL is imperative for these strategies to work.

Towards The New Story

How can Faculties of Education prepare teacher candidates for teaching across Canada in the 21st Century? It seems clear from the above discussion that Canadian faculties have much in common with faculties internationally. The *Accord* and the *Story Model* provide a strong direction for beginning.

To return to the *Accord*, there is much room in the document for further exploration and pan-Canadian dialogue to put meat on its bones. While, for example, a focus on diversity and inclusive education is clear in the document, other themes are not as well described. For one, "literacies" is only referred to once as an important area for beginning teachers to have a sound knowledge base, but there are no descriptors. Similarly, assessment is referred to only once in a list of actions: "the professional teacher observes, discerns, critiques, assesses and acts accordingly" (p. 4). Both literacies and assessment could be expanded upon through "continuing dialogue with local, national and global communities" (p. 4). And so on.

As well, in the *Accord* there is little recognition of the tensions teacher candidates will face in the field. For example, as mentioned, teacher candidates may strive to apply AfL strategies but they will likely be in conflict with student and parent attitudes given the prevalent mark culture perpetuated by Old Story grading and reporting systems. Such tensions offer rich topics for pan-Canadian dialogues and show the interconnections between policy, theory and practice. Perhaps an effective way to recognize and balance these tensions is to set the *Accord* in the "both/and" context as suggested in the *Story Model*. Teacher educators can develop curriculum for initial teacher educators to embrace the contradictions (see Figure 2).

BOTH	Localized teacher education program	AND	Principles of the *Accord* acting as a guidelines for planning
BOTH	Accountability	AND	Relevance
BOTH	A multilayered complex context using the *Story Model* framework	AND	A detailed local context embedded in the *Story Model* framework
BOTH	Large scale assessment	AND	Classroom assessment
BOTH	Traditional literacy	AND	Multiple literacies

Figure 2. Both/And Context of Teacher Education

The *Accord* does have the potential to be a catalyst for change. The *Story Model* complements the *Accord* well. Piper (2008) reminds university administrators that the path to sustainable postsecondary change in the 21st century is littered with obstacles, advising them to "rely on your own personal principles, your own sense of what is right and what's just and what needs to be done. That's what really steers you. Principles allow you to find nerve" (p. 3). Let us hope that the Canadian Deans and teacher educators find their "nerve" through the principles of the *Accord*, and lead us forward to a New Story for pan-Canadian teacher education.

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