

formation des enseignants: "apprendre à enseigner ne serait PAS un processus en deux temps: 1) apprendre la théorie, 2) la mettre en pratique" (p. 190), au contraire le rôle des maîtres de stage, pour peu qu'ils ne soient pas chargés de l'évaluation, en concertation avec les professeurs des cours des didactique est à repenser.

Nous l'avons ici constaté, la mise en avant d'un nouveau paradigme n'est bien souvent dans un premier temps que le rejet du précédent. En achevant la lecture de l'ouvrage on constate que celui-ci a pour titre ce qui constitue le talon d'Achille de l'entreprise et, par là, il réaffirme les nécessaires questionnements critiques, les remises en question de la démarche scientifique et souligne les dangers du paradigme scientifique prescriptif. Tochon, en approchant deux courants de recherche, l'approche cognitiviste et l'ethnométhodologie, ne nous livre pas une commande clef en main. Il démontre que la voie qui commence à se tracer a pour première tâche de défricher le terrain. Ainsi le paradigme techniciste en formation, visant à isoler les compétences en éléments discrets et à les redistribuer en autant de cours, dominant en Amérique du Nord, ne résiste pas à la confrontation du paradigme réflexif. Ce dernier, en retour, ne peut se conforter dans une approche holistique, artisane du *on apprend en faisant*, d'où on sort tout juste en France en refermant la porte des Ecoles Normales.

C'est un livre qui fait penser, *réfléchir*, et c'est pourquoi les différents partenaires de la formation (chercheurs, administrateurs, professeurs coopérants, étudiants) devraient le lire, tant l'espoir repose sur leur capacité à agir ensemble.

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Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. Toronto: OISE Press, 272 pp. (Softcover).

Changing Teachers, Changing Times is a book about teachers and teaching in a postmodern era. It is insightful, well-written and above all provocative.

In fact, I was so taken by Hargreaves critical engagement in issues related to teaching that I selected the text for a course entitled "Research on Classroom Teaching." This review, therefore, is shaped in part by the responses of educators who participated in that course.

The author begins by setting the stage for teachers' contemporary experiences of teaching. Not surprising the context is change. Unlike many other writers on change, however, Hargreaves takes a broader view and situates educational change within the conflicting contexts of modern and postmodern eras. His articulation of modernity and postmodernity is highly accessible and he avoids the jargon that we have come to expect in many similar discussions. His point is clear: the changes facing teachers are complicated and confusing because the postmodern context from which they arise is complex and paradoxical. Hence, an understanding of the postmodern condition will aid greatly in educational decision making. From this point, Hargreaves proceeds to engage the reader in a critical analysis of teaching in postmodern times by focusing on the fundamental concepts of time, work, and culture.

While the concepts of time, work, and culture constitute the focus for Hargreaves analysis of teaching, a series of postmodern paradoxes frame that analysis. The paradoxes relate to the phenomena of "flexible economies," "globalization," "dead certainties," "the boundless self," "the moving mosaic," "safe simulations," and "the compression of time and space" (ch. 4, p. 47). In teaching these paradoxes translate into: job enlargement and enrichment; professional autonomy in concert with increased bureaucratic control; the situated certainty of practitioner knowledge coupled with the "dead certainties" of research; self-development *and* self-indulgence; individualism as well as collaboration; and finally, additional time along with an acceleration of pace expected in the workplace.

The teachers and administrators in my course were quite taken by Hargreaves framing of what they saw as their daily experiences of teaching. He seemed to give them a language with which to explain their need to be considered professional, on the one hand, and their frustration at the increasing intensification of their work. Moreover, they now questioned the system-wide interest in school-based management and wondered how much autonomy they really had in the midst of centrally controlling school boards and education ministries. Teachers, in particular, were at once pleased at Hargreaves validation of their personal, professional knowledge, and troubled by his caution that such personal theorizing could be self-indulgent. Principals were at once angered by his use of the term "contrived collegiality" in relation to teacher collaboration. However, the same administrators began

to recognize why many of their efforts toward teacher collaboration had failed dismally. As for myself, I was struck by the irony of Hargreaves' fundamental premise that "the teacher is the ultimate key to educational change and school improvement" (p. ix). Unfortunately, it is the same kind of logic that leads directly to a push for the standardization of teaching in the form of competencies-skills, knowledge, and attributes – in Alberta (See Alberta Education's *Quality Teaching Document*). To value teaching competencies is to value teaching as instrumental action. Competence is directed toward control, efficiency, and certainty of desired student outcomes as per provincial programs of study. This push for standardization of teaching competencies and student outcomes is indistinguishable from a push toward accountability on strictly economic terms. Unlike advocates of teaching competencies, Hargreaves does not divorce teachers and teaching from its social, political contexts. However, he does need to be aware of the difficulties we encounter when we attribute so much to teachers and teaching.

Throughout the course, Hargreaves' text led to tense and interesting discussions. The author's tone of voice generated some strong reactions from class participants. Andy Hargreaves is deeply passionate about his subject and he urges the reader toward thoughtful action. Hargreaves' work reminded us that social criticism is alive and well and many of us found that strangely reassuring! However, the issue goes far deeper. While reading *Changing Teachers, Changing Times*, I recalled the words of Milan Kundera (1983). In *The Book of Laughter and Forgetting*, Kundera writes that the struggle of humans against power is "the struggle of memory against forgetting" (p. 3). I believe that course participants were engaged in that intense struggle as a result of reading Hargreaves work. In the midst of postmodern complexity, Hargreaves challenges us to remember that teaching is a normative act, carried out in a sociopolitical context. Teaching is about shaping others in particular ways according to our sense of "the good."

As such, educators must be constantly vigilant and reflective about our decisions and our investments. It is easy these days to be singularly concerned with economic regeneration and to begin to see our students as resources rather than persons. It is easy to confuse teachers' professionalism with instrumental and technical notions of quality teaching. It is easy to be seduced by superficial notions of collaboration that disallow the creativity of individuals and erase the value of authentic collegiality. It is easy to forget that the immediacy and the particularity of classroom life must be connected again and again to the larger social problems of poverty, injustice, and narcissism. Andy Hargreaves challenges his readers to struggle against such seductions and forgetfulness. However, it is the struggle that he honors for he offers no easy solutions to our postmodern dilemmas.

It is Hargreaves refusal to provide easy solutions that I admire particularly, although it did frustrate my students! He leaves his reader to grapple with the tensions that exist between: teachers' individual voices and larger educational visions; school structures and cultures; trust in people and in processes; and finally, the tension that exists between the process and the purpose of change. Not unlike Ted Aoki, Andy Hargreaves invites us to dwell in the in-between where tension is generative of exciting possibilities.

Clearly, I enjoyed this book! *Changing Teachers, Changing Times* restores teaching to its original difficulty. It provides a Canadian context for its examination of the issues. It makes contemporary theory accessible and useful. It calls for commitment to and critical engagement in what we do in classrooms. What more could one ask for in an educational text?

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Hossain, M.H. (1994). *Traditional culture and modern systems: Administering primary education in Bangladesh*. Lanham, MD: University Press of America, 217 pp. (Hardcover).

This ethnographic case study of the administration of primary education in a Bangladesh upazila (municipal division) provides an illuminating picture of the bureaucratic structures developed to promote universal primary education in that country. Following the lead of the late Thomas B. Greenfield, the author does a laudable job of situating his study within the historical and social context of Bangladeshi culture.

The ethnographic nature of the study provides a lucid picture of the workings of government in administering education within a basically rural setting. It also demonstrates how the bureaucratic machinery involved in implementing government-mandated educational reform can get in the way of the actual teaching/learning process, particularly when the "dynamics of confrontation and negotiation" (where different levels of bureaucracy are