

## The policy system of teacher training in Iran based on the model of educational governance

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Article Info	Abstract
<p>Original Article                      Main Object: Politics                      Scope: Iran</p> <p>Received: 21 October 2023                      Revised: 17 November 2023                      Accepted: 21 December 2023                      Published online: 10 December 2023</p> <p><b>Keywords:</b>                      educational governance model,                      policy analysis,                      teacher training,                      teacher training policies.</p>	<p>Iran's teacher training policies, despite being more than a hundred years old, have performed poorly compared to countries with a much shorter policy history. Therefore, the present research aims to analyze the pathology of the teacher training policy system of Iran by using the analytical and documentary method and based on the characteristics and indicators of the theoretical model of educational governance. Based on the findings of the research, the most important challenges of the policy-making system of teacher education in Iran are: simplistic and underestimating the matter of teacher education; lack of long-term policy horizon; weakness in the field of problem-solving; prioritizing issues and providing solutions; the dominance of the traditional model of top-down government-oriented; centralized construction; little ability to interact, persuade and win the trust and participation of stakeholders; the absence of a comprehensive system of teacher training; discordant attitudes; not being up-to-date; multiplicity and even the conflict of laws; the predominance of the education-oriented tradition; neglecting the integration of theory and practice; underestimating the importance of internships; the lack of political accumulation; the lack of a policy coordinating center; the lack of clarity of the policy maker and the vagueness of policy documents; the lack of coordination and synergy among the policy-making organizations; little attention to pay to the institutional independence of teacher training; weakness in choosing sustainable, strategic, evidence-based directions and based on a forward-looking approach; low capacity in adapting the experiences and knowledge of leading countries; and the ineffectiveness of government policies in the allocation of financial resources in the field of teacher training. Therefore, in order to improve the policy-making process of teacher training in Iran, policy recommendations have been presented.</p>

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**Extended Abstract****Introduction**

Analyzing the policy-making and governance frameworks of teacher education based on academic theoretical studies is a useful method for quality assessment and policy reform. Iran's teacher training policies, despite being more than a hundred years old, have performed poorly compared to countries with a much shorter policy history.

**Aims**

The present research aims to analyze the pathology of the teacher training policy system of Iran by using the analytical and documentary method and based on the characteristics and indicators of the theoretical model of educational governance.

**Methodology**

Since this article aims to examine the teacher training policies of Iran based on the theoretical model of educational governance, it is included in the category of basic research. In terms of data analysis methods, documentary, explanatory (causal) and comparative analysis methods have been used. On this basis, first, with the aim of getting to know the background of the Iranian government's teacher training policy, historical texts, documents and related policy writings were studied and analyzed, key contents were collected through the sampling of policy sources. After document matching of the obtained data and information and their classification, the starting point and evolution of the policies of the Iranian government in the field of teacher education were set and described. In addition, efforts were made to collect, extract and record the principles, approaches and orientations of teacher training policies of the Iranian government. Then, in order to find a comprehensive, appropriate and up-to-date theoretical and analytical framework, the researches of the field of governance were reviewed and the theoretical model of the research was selected from dozens of foreign studies. In the final stage of the research, according to the data, information and documents obtained about the nature and content of the Iranian government's policies in the field of teacher training and the process of transformations and changes in the government's policy decisions and measures and based on providing the theoretical framework of educational governance. The challenges and harms of Iran's teacher training policy system were evaluated, analyzed and compared. The research results and findings were presented along with related policy proposals.

**Finding and Conclusions**

Based on the findings of the research, the most important challenges of the policy-making system of teacher education in Iran are: simplistic and underestimating the matter of teacher education; lack of

long-term policy horizon; weakness in the field of problem-solving, prioritizing issues and providing solutions; the dominance of the traditional model of top-down government-oriented; centralized construction; little ability to interact; persuade and win the trust and participation of stakeholders; the absence of a comprehensive system of teacher training; discordant attitudes; not being up-to-date; multiplicity and even the conflict of laws; the predominance of the education-oriented tradition; neglecting the integration of theory and practice; underestimating the importance of internships; the lack of political accumulation; the lack of a policy coordinating center; the lack of clarity of the policy maker and the vagueness of policy documents; the lack of coordination and synergy among the policy-making organizations; little attention to pay to the institutional independence of teacher training; weakness in choosing sustainable strategic, evidence-based directions and based on a forward-looking approach; low capacity in adapting the experiences and knowledge of leading countries; and the ineffectiveness of government policies in the allocation of financial resources in the field of teacher training. Therefore, in order to improve the policy-making process of teacher training in Iran, policy recommendations have been presented.

### **Ethical considerations**

The author has completely considered ethical issues, including informed consent, plagiarism, data fabrication, misconduct, and/or falsification, double publication and/or redundancy, submission, etc.

### **Data availability**

The dataset generated and analyzed during the current study is available from the author on reasonable request.

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