



Redesigning Educator Preparation and the Education Workforce to Support the Flourishing of Students and Educators

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Learners and educators are faced daily with uncertainty and challenge in a society that is currently plagued by global, national, and interpersonal conflicts. Economic and social inequality are global and pervasive issues, and in education, we are experiencing complex and ethical dilemmas with ambiguous solutions. To flourish in such a volatile environment requires educational systems and practices that are designed for the future of education, and support the cultivation of well-being in the minds and lives of students and educators (Grant, 2012).

It is time to attend to preparing and deploying educators who are equipped to both flourish themselves, and support the well-being, social, and moral development of our youth and our communities. Flourishing *through* education begs the question of the role both educators and education play in ensuring students are able to flourish in the classroom and are equipped with the mindsets and practices to flourish in their lives and within their communities (Wilson-Stridom, 2015). This momentum for change provides the platform for intentional innovation in education.

Visions of Human Flourishing

Flourishing, and the process to achieve such a state, is defined in various ways by scholars, philosophers, psychologists and educators. Martha Nussbaum has suggested that human flourishing takes place within the ethos of cosmopolitanism—within a world whose citizens recognize one another’s inherent dignity and within which each person protects the essential human rights (or “capabilities”) of their fellow world citizens (Nussbaum, 2019, 1996). Aristotle

taught that the meta-virtue of phronesis, or practical wisdom, is necessary to achieve a state of eudaimonia, or flourishing, and Nussbaum argued that Aristotle's practical wisdom is refined through interaction with the foreign and unknown (Nussbaum, 1996). This suggests that open-mindedness and perspective-taking are necessary in the quest to flourish. Nussbaum, whose approach is characterized by a distinct neo-Aristotelian bent (Nussbaum, 2013b), also has suggested that human flourishing is not a fixed state, but rather something that is achieved through deliberation (1999). As such, human flourishing is not something that can be achieved in isolation, but only in collaboration with others through civil discourse and the sharing of multiple perspectives, ideas, culture and knowledge in order to achieve the optimal conditions in which each person can exercise their agency in accordance with their own beliefs (Nussbaum, 2009). Nussbaum puts forward for consideration that human flourishing requires us to see the world through others' eyes and embrace what we have in common. "We do not grasp the significance of suffering, lack, or impediment unless and until we set it in the context of a view of what it is for a human being to flourish." (Nussbaum, 2013a, p. 465). If we are to live and flourish together in a pluralistic society, understanding and respect for each other's values and perspectives is essential (Nussbaum, 2011).

Kwame Appiah's (2006) also offers a cosmopolitan vision of human flourishing, arguing that we can maintain our differences while striving for what we hold in common. In his books, *Experiments in Ethics* (2008) and *The Honor Code* (2010), Appiah explicitly linked his worldview to a neo-Aristotelian understanding of eudaimonia. Similarly, David Hanson has proposed cosmopolitanism as an expression of human flourishing and suggested that education

has the capacity to decrease hostilities between people and nations through cosmopolitan perspectives and that these perspectives ultimately lead to human flourishing (Hanson, 2011).

The propensity in education to evaluate a student's success on that which can be measured, maintains a focus on predictability and standardizing achievement, removing uncertainty and humanity from the student experience. Matthew Hayden adopts a constructivist, Deweyan view of cosmopolitanism in which uncertainty is the only given. "We cannot figure out what the good is without being a 'we,' and this requires an inclusive, collaborative, democratic process which appeals to the core components of shared humanity in cosmopolitanism." (Hayden, 2013, p. 243). Similarly, David Carr argued that human flourishing is the presence of the virtues and that teacher preparation focuses too much on skills to the detriment of morality and ethics (Carr, 1991). Kristján Kristjánsson (2015) also argues there is a void in teacher preparation which would benefit from a focus on virtue and eudaimonia.

Flourishing for learners in the PK-12 phase of life can naturally be connected to the flourishing of the adults they interact with during the school day. Educators who both desire and experience well-being will embrace and model dispositions for learners to both observe and emulate. In response to the National Council for Accreditation of Teacher Education's (NCATE) initial call during the last decade for schools to address teacher dispositions, Carrie Birmingham (2009) casted hope for human flourishing as the motivation that produces teacher dispositions.

Gert Biesta is known for his critique of the "research-based" approach to education because it sidesteps the reality that policymakers' educational values are ultimately what filter out which pedagogical approaches to implement in education. Biesta has a strong focus on

values which can be rooted in an Aristotelian perspective. Biesta argued that the focus on teacher “competencies” undervalues virtue. Social interaction through collaborative dialogue provides a context for praxis and development of virtues which ultimately produce human flourishing (Biesta, 2015). Similarly, Douglas McKnight (2004) argued that Aristotle said dispositions are developed through social interactions over a lifetime and that universities are limited in what they can do; although, we will suggest that the innovative approach of team-teaching in place of traditional student teaching models provides an opportunity to allow these virtues to develop in an intensive context where students must use their relational character assets to be successful. Gary D. Fenstermacher positioned that a focus on teacher competencies drowns out the focus on “nobility”, which he explains is, according to Aristotle, a key to human flourishing. Fenstermacher (2015) also highlighted the importance of teachers being “disruptors”.

Cooke (2017) strengthened the proposal that teacher preparation must go beyond professional competencies to focus on character and that eudaimonia is the goal of character development. Cooke (2017) pointed out the lack of moral/ethical content in teacher preparation and argued that teacher preparation should emphasize the role of experience, critical reflection, and mentoring in fostering virtues. A focus on character development is, therefore, an integral component to the flourishing of educators and learners; although, the method used to integrate it into a teacher preparation program is of utmost importance. Robert and Pinnegar (2009) warned against looking at virtues as a way to improve teachers’ performance rather than as an end in and of themselves that produce teacher flourishing. In a rare empirical study of teacher preparation in the new-Aristotelian tradition, Catherine Fallona (2000) began by explaining that eudaimonia happens as people demonstrate virtues, virtues that are best learned in practical scenarios.

Fallona (2000) suggested field placements as a location where this can happen with preservice teachers. The Jubilee Centre (2015) reports evidence to suggest teachers believe they have a responsibility to engage in character education. In one study, Arthur, Kristjánsson, Cooke, Brown, and Carr (2015) demonstrated that educators want to teach character, but are unprepared or have little time to do so. Authors suggested a solution is to make more time in teacher preparation programs to prepare educators for this core responsibility.

As the literature indicates, there is a social dimension to human flourishing, showing eudaimonia can be nurtured through interactions within our learning environments. While it may seem universities are limited in what they can do to facilitate the social conditions that support human flourishing (McKnight, 2004), we will suggest that redesigning both an educator preparation program and the next education workforce to support a team-focused approach provides an opportunity to allow these virtues to develop in an authentic context where educators, students, and community stakeholders relational character assets facilitate success.

Flourishing through Principled Innovation

As we envisioned what a redesigned educator preparation program could look like, we recognized the need to prepare educators who can effect change in educational contexts by imagining new concepts, catalyzing ideas, and forming new solutions guided by principles, that create positive change for humanity, and ultimately taking action that leads to a flourishing society. Our teacher candidates and school leaders will graduate with the knowledge, skills, and dispositions to practice what we refer to as *Principled Innovation* (Mary Lou Fulton Teachers College, 2019).

Arizona State University's MLFTC embraces Principled Innovation (PI) as our core value. Living within a large public university, which is often recognized for its attention to innovative practices and defined not by whom we exclude but whom we include, we are responsible to our communities to work collaboratively to solve pressing educational problems (Arizona State University [ASU], 2019). Yet, we also realize that when designing for the greater good, we must ask ourselves the question, "Just because we can innovate, should we?" The practices of PI inform our decision making and actions, providing opportunities to anticipate and navigate intended and unintended consequences as we shape our policies, redesign programs and curricula, and work with stakeholders to change education systems. Through the practice of PI, we are able to recognize the uniqueness of the contexts in which we are operating, and the needs of the various stakeholders we serve.

The MLFTC framework for Principled Innovation recognizes four interconnected clusters of character assets that contribute to our "becoming" and develop over a lifetime. Intellectual assets inform problem-solving by combining creativity, evidence, and critical thinking. Civic assets support collaboration in addressing systemic problems for the public good. Moral assets guide decision-making with open-mindedness, integrity, and justice, and performance assets - when informed by intellectual, civic, and moral character - enable navigation of uncertainty with initiative, courage, and resilience. Within these four clusters of character assets, we have identified eight practices of principled innovation which we believe support the development of character and human flourishing when engaged consistently and collaboratively.



Figure 1. Mary Lou Fulton Teachers College clusters of character assets with practices for Principled Innovation (MLFTC, 2019). Used with permission.

Table 1. Practices of Principled Innovation (MLFTC, 2019). Used with Permission.

Identify and Acknowledge Fundamental Values	Distinguish the values that are important to the individuals, team, community and learning environment and ensure that the process, structures, and solutions honor, appreciate, and reflect the identified values.
Utilize Moral and Ethical Decision Making	Use a values-informed reflective process to assess possibilities, navigate dilemmas, and make the best possible choice to serve the needs of the individual, team, community and learning environment
Understand Culture and Context	Use evidence-based resources, empathy, reflective questioning, and asset-based appreciative inquiry to fully understand and assess the lived and current experiences and circumstances of individuals, communities, and learning environments.
Engage Multiple and Diverse Perspectives	Seek and champion equitable and inclusive involvement and contribution to the process, including many different voices who have a variety of lived experiences, beliefs, backgrounds, and cultural wealth.
Develop Habits of an Informed Systems Thinker	Use evidence-based resources and data to inform flexible thinking and appreciation of emerging insights and multiple perspectives, allowing one to recognize how the individual parts are influenced by their environment and interact to form a complex whole.
Reflect Critically and Compassionately	Use a growth mindset to make meaning of experiences through contemplation and consideration of one's thoughts, feelings, and actions and how they affect the growth, development, and identity of the individual, team, community, and learning environment.
Design Creative Solutions	Work collaboratively and intentionally for and with the community to define and understand the problem; then generate and catalyze purposeful, innovative ideas to achieve a desired outcome that creates positive change for humanity
Navigate Uncertainty and Mitigate Consequences	Guide the decision-making process through observation and reflective questioning that helps to imagine and effectively respond to the possible outcomes. Allow space for meaningful action to increase the chance for desired results and reduce the risk of harm to individuals, teams, communities, and learning environments

Both the character assets and practices of principled innovation are operationalized in our guiding principles that center faculty, staff, and students in relational practices that facilitate meaningful action. The enactment of our guiding principles, paired with self-reflection practices, directly support the flourishing of our educational community.

We value individuals and account for the uniqueness of social and educational contexts by addressing and responding to the diverse needs of learners, educators, and stakeholders. We seek to be inclusive and recognize the variety of cultural wealth each individual brings with them to our education community (Yosso, 2005). We create personalized learning solutions based on the needs of learners, and design opportunities for intentional collaboration where educators and learners are positioned to seek to understand the perspectives and lived experiences of those with whom they are collaborating, as well as those whose lives and learning are affected by our decisions and actions. Being reflective and understanding the needs of others helps each of us contribute to the creation of learning environments that support flourishing.

We collaboratively care for and are considerate of the well-being of individuals, communities, and society by establishing and nurturing authentic relationships. We share responsibility and work in teams to distribute and value multiple kinds of expertise. We compassionately encourage our students, faculty, and staff to prioritize their health and personal wellness. We equip individuals with strategies to advocate for themselves and others. We build resiliency and embrace a growth mindset as we design solutions to tough educational problems.

We create positive change by designing creative solutions to pressing educational problems by understanding context and intentionally reflecting throughout the design process. We develop a relational understanding which supports connection with the culture of the community and stakeholders, allowing us to establish common goals. We inquire to create a deep understanding of the problem, and imagine unique solutions while considering the intended and unintended consequences of our actions. Throughout the process, we test and iterate in a purposeful way while actively communicating with stakeholders.

A Case Study for Flourishing through Principled Innovation

At MLFTC, we are partnering internally and externally to (a) provide learners with deeper and personalized learning by building teams of educators with distributed expertise, (b) empower educators by developing new opportunities for role-based specialization and advancement, and (c) nurture educator and learner character assets and well-being through authentic relationships, collaborative interactions, and intentional reflective practices.

As it has existed historically, and still exists today, the education workforce struggles to provide the necessary experiences to allow children and young people to thrive in the 21st century. Thus, a reimagination of the education workforce is necessary. We believe a successful reimagination will require strong partnerships driven by the kind of resilient trust that allows people and institutions to share both collaborative opportunities and risks that contribute to advancing effective teaching and learning. An education workforce for the 21st century will ultimately succeed when the teaching and learning environment becomes a focus of the entire community and not the responsibility of one teacher serving the multiple academic, social, and

emotional needs of learners in one classroom. Designing a more effective education workforce is a systems challenge and a democratic imperative that requires an intentional and principled communal response. If we want educators who can work at different social and organizational scales — with individual learners and peers, with parents and community organizations, with partners in the private and public sectors — we need to cultivate practices that develop our character assets, habits of mind and dispositions in educators, policymakers, and communities, in addition to introducing changes in institutional structures and culture.

What could the future of the education workforce look like?

Through an incremental change process guided by our framework for Principled Innovation we are focused on transforming the current educational system. The proposed future education workforce system reflects the following core characteristics:

- ❖ It moves from a one-teacher/one-classroom model of education delivery to a team-based and communal responsibility model where adults both in and outside of the school learning space support and contribute to students' learning.
- ❖ It focuses on the needs of the learners and centers them as the starting point for considering and determining which educators need to be present and when, and in what ways they can support individual learning.
- ❖ It recognizes and values the diversity of both learners and teachers and ensures that issues of equity and inclusion and contextual and cultural relevance are considered in assembling the team of educators needed to facilitate learning effectively.

- ❖ It is defined by the capabilities of the team of educators, not just individuals, and considers how those capabilities align with the changing needs of learners and learning environments.
- ❖ It acknowledges the skills and knowledge that educators already possess and provides opportunities to deepen those abilities while simultaneously developing new skills that contribute positively to teaching and learning.
- ❖ It cultivates a culture of trust and shared responsibility that allows for creativity and flexibility as well as some autonomy in decision-making across the various tiers of the ecosystem (e.g., classroom, school, district levels).

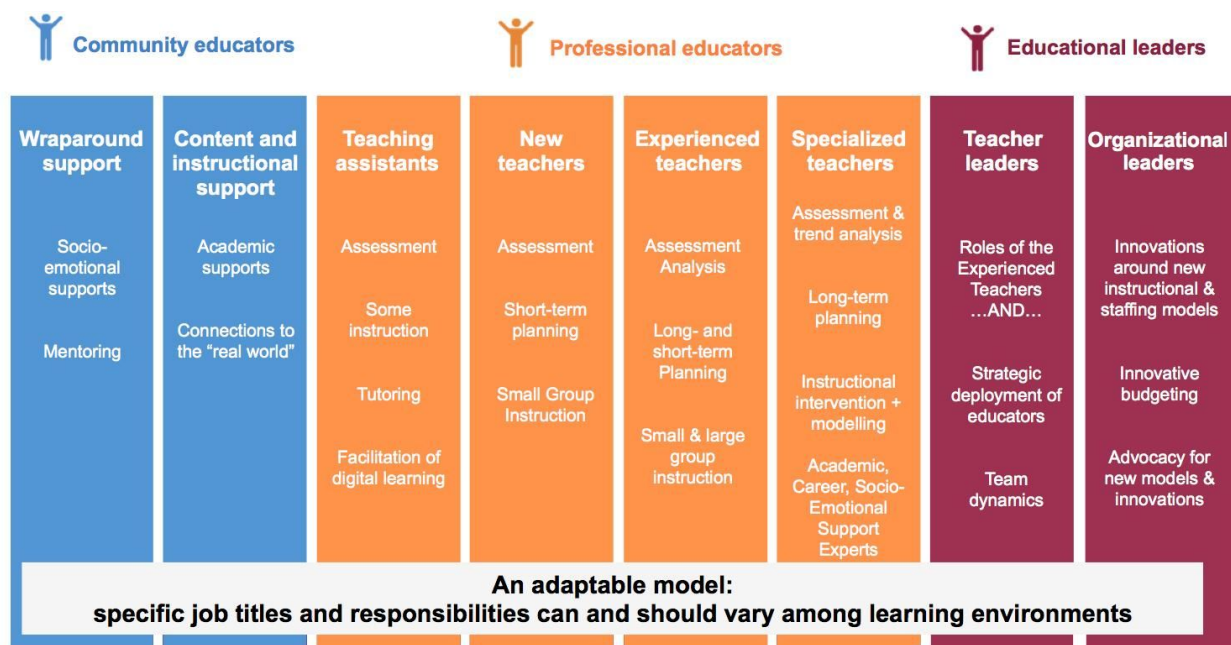


Figure 2. Graphic of continuum. Next Educator Workforce (MLFTC, 2019). Used with permission.

Conceptually, we believe that this model allows educators to flourish as contributing members of expert teams needed to improve teaching and flourishing. Working in teams with distributed expertise that include an optimal mix of skills can allow teachers and other school professionals to be flexible while maximizing their expertise and fostering cross-school collaborations which enable educators to learn from and with each other. As members of a team educators learn to enact the practices of PI by learning processes of deliberation (Nussbaum, 1999). Refining a flow of shared responsibility and collective accountability for improving learning outcomes while also changing the perception of working conditions of teachers are desired outcomes of the reimagined education workforce.

Collaborative teams of educators can also create a new type of social network for their own professional learning. The distribution of expertise adds another key dimension of building larger adult social networks for students; for example, when four elementary classroom teachers with differing expertise work together and are responsible/accountable for a larger group of students, the students benefit from gaining access to an expanded social network and wider range of teachers' knowledge, skills, and abilities. When community members and volunteers who have a wide range of expertise, used in intentional ways, are included as part of socially networked teams, students begin to grow the number of perspectives, ideas, and paths available to them (Penuel et al., 2010). At the secondary level, teams of math and science teachers, supplemented by experts with applied learning, can accomplish similar results. Together, we create coherent learning environments (Daly, Moolenaar, Bolivar, & Burke, 2010) that are robust

for educators and students, allowing them to work across differences and make spaces in their classrooms, schools, and communities for this cosmopolitan vision of human flourishing.

Educator Preparation at ASU

In Fall 2018, MLFTC began building the *Next Education Workforce*. To achieve our goals, we asked ourselves the questions: “We can innovate, but should we?” and “Should we start with teacher candidates (i.e., student teachers)?” Using our framework for PI as a guide, we answered with a resounding “YES” and began altering our practices. First, we instituted a change in the professional apprentice experience of teacher candidates. We began with two school district partners excited to explore the team-based approach. By Fall 2019, we had 11 district partners and approximately 300 teacher candidates, and in Spring 2020, 14 district partners and approximately 400 teacher candidates will be working in our new team-based model. The primary characteristic of the team-based model is placing small groups of ASU interns and teacher candidates within collaborative school teams in learning environments formally organized in up to four separate classrooms. The educator teams consist of teacher candidates and interns, novice teachers, and expert teachers in the field. Districts, in collaboration with MLFTC, are creating new roles for teachers in the field such as lead or managing teachers who take on the responsibilities for directing these novice and expert educator teams. A responsibility of the lead teacher is to ensure that PK-20 students interact with the right adults at the right time - those with the knowledge, skills, and/or dispositions to meet children’s unique learning needs. MLFTC is also building and piloting several new roles for community educators who will work as part of these educator teams in new ways such as problem-based mentoring

roles for business partners, community literacy assistants, and content experts from local museums. We anticipate that robust collaborative teams will eventually be built across partner districts and others to test models that wrap adult teams around students in ways that are nimble, flexible, and contextually-based.

In addition to developing team-focused, contextually-appropriate models with district partners to advance the vision of the Next Education Workforce and cultivate climates where teachers and students alike can flourish, we have been working to transform our internal actions and interactions to model the principles we consider to be critically connected to the PI framework. To promote outward change, the transformational shift must begin from within. To flourish, our staff, faculty members and students must be empowered to take beautiful risks (Beghetto, 2018). Their efforts, whether initially successful or not, are the foundation of a culture shift within MLFTC where staff and faculty members are supported as they shift practices and create new ways of working that lean into vulnerability and are recognized for their attempts to flourish.

Supporting the flourishing, through principled innovation, of our current and future educators

As the next generation of educators enter and persist through the MLFTC Professional Pathways Preparation Programs, we realize that our students need and deserve a higher level of support as they develop their character assets and to flourish in all areas of their lives. To align with the guiding principles of PI, the Office of Student Services reimagined their role and created the Student Success Team (SST), using the same collaborative team-based approach to wrap

distributed expertise around students. MLFTC students are still able to seek support from advisors in traditional roles but are now also supported by coaches with expertise in academics, finance, career planning and advancement, and wellness. Part of the team based model used by the SST is wellness support for the team members through intentional and coordinated activities. We believe this contributes to their abilities to focus on meaningful action, in which they are better positioned and equipped to meet students' needs.

A Support Our Students (SOS) process was co-created and launched to all MLFTC faculty and staff in fall 2019 to connect students with appropriate support quickly and efficiently. Different from the traditional systems for indicating concerns which is used for issues with professionalism or professional experience placements, the SOS process refers students who are experiencing challenges in the areas of academic, social, emotional, health, and/or financial well-being to the SST. To minimize duplication of efforts and disorganization, which could result in students feeling overwhelmed by all of the outreach, our SST worked collaboratively to create a streamlined process for student referrals that better provides appropriate, efficient follow-up and coordinated care. Since its launch, the SST has actively addressed referrals ranging from concerns about emotional well-being to requests for support in finding their passion or life direction.

The redesign of the SST was timely, during the Fall 2019 semester, students' self-reported wellness concerns included feeling stressed and overwhelmed, anxiety, grief, loss, peer relationships, "adulting" issues such as time management, soft skills, social skills, depression, post-traumatic stress disorder (PTSD), other mental health concerns, and loneliness

at high percentages. Recognizing the number of students who were experiencing challenges related to social and emotional well-being, we set out to create a culture of wellness. To reach students more widely, the wellness coach worked with faculty to embed wellness efforts into the classroom, ensuring all first year students received preventative wellness support. To reach students in online courses, the wellness coach collaborated with a faculty member who created an optional weekly in-person study hall. The study hall began with a 15-min focus on wellness and asked students to share a weekly personal and course goal (Farrand & Wells, 2019). Faculty worked as part of a team with the wellness coach who provided resources and co-facilitation of session monthly. Students have shared that they like having a time to take a break from coursework, share with their peers, create something artistic, and take time to breathe and refocus. And they appreciate the relational connection with faculty and staff. Weekly attendance ranges from $\frac{1}{3}$ of the class to over half of the class.

Physical space has also been redesigned to support the well-being of students, including the creation of a centrally located, designated wellness space for students to relax and for wellness activities and events to occur. Student lounges and academic-focused common spaces have been redesigned as multi-purpose spaces for students to convene, socialize, work collaboratively on homework and projects, and receive support from academic coaches. These intentional spaces promote a sense of community and provide easy access to the coaches. The coordinated efforts of the SST model the actions we hope our students will display when they are educators supporting the needs of a wide-variety of learners and their families.

The changes at MLFTC extend beyond the support established by the SST. We have also redesigned content-focused learning experiences to meet the needs of our students as they enter our programs and persist to graduation. The Lower Division Professional Educator Series includes cohort-based courses in each semester during the freshman and sophomore years. These courses provide students with the prerequisite content knowledge and professional skills to be prepared for their upper division coursework in their specific majors. The lower division courses and student experiences are designed to capitalize on the uniqueness of freshman and sophomore students and build foundational academic knowledge and skills. The course content, facilitated by faculty who are responsive to beginning students' needs, assists learners in making a successful transition to ASU and MLFTC. The lower division faculty work in strategic partnership with the SST to provide a network of student support that emphasizes relationships with peers, faculty, and staff, resulting in increased levels of support wrapped around both the students and faculty members.

As we continue to evolve and redesign our processes, systems, content and pedagogy in the upper division (i.e., the junior and senior years), MLFTC leadership is creating a culture that embraces innovations as faculty rethink the ways in which they teach, interact, and support students in ways that promote flourishing. With the lower division cohort model and team-focused professional experiences in mind, faculty are working to identify ways to wrap groups of experienced adults around interns and residents to support students' deeper and more personalized learning experiences. We take seriously our responsibility for our students to develop an affinity for the profession, and in order to do that, they must develop an affinity to the

content and the faculty who teach it. We desire to not only nurture the intellectual character of our students, but their civic, moral, and performance character assets as well, providing the best opportunity to flourish while in our programs and to continue to thrive when they enter the profession as educators in the community.

As we fully invest in a model that wraps layers of support around educators , we are also applying intentional focus on our own pre-tenure faculty. Knowing their success in the field is largely reflective of the opportunities afforded to them, we are designing strategies to support their ability to flourish. In Fall 2019, we revamped our professional development approach to provide personalized support for each faculty member. Through a series of meetings with a diverse team of support staff, each MLFTC faculty member has been able to identify his or her areas of needed support. Whether the need be help in identifying external funding options, guidance on gaining access to partner district schools for research purposes, or support in locating collaborators within ASU, by employing a team-focused approach, each faculty member is able to gather feedback essential to their personalized professional development. In addition to these meetings, a series of professional networking sessions were offered where established researchers/scholars presented their work. During these sessions, attending faculty were able to connect to the work of MLFTC senior colleagues, learn from each other, and build and strengthen their professional networks. The individual meetings coupled with the sessions essentially served to foster connections and relationships between and among faculty members, supporting their ability to flourish.

All of the redesign efforts within MLFTC serve to establish a new way for education systems to operate, resulting in a deeper impact in the world, most specifically the impact of educators on the outcomes for PK-20 students. By developing a new model for the education workforce, we are pushing against an industry standard that serves those for whom it was designed relatively well. The traditional systems, however, leave a great many students, families, and communities behind, forcing them to find other ways to cultivate flourishing lives despite the possible barriers of some systems. The vision we aspire to attain is one of a truly effective education system that ensures: (a) students are supported and learning in differentiated and personalized ways from a team of adults with distributed expertise who model the mindset and practice of PI (b) educational systems can focus on equity, access, and inclusion by fostering delivery systems that are future focused and support the needs of 21st century learners ; (c) efficiency within the education workforce that supports the financial flourishing of our education systems and communities; and (d) understanding of the civic implications of education, and its role in ensuring a robust and flourishing society.

Conclusion

We envision a world where educators, students, and communities think creatively and work collaboratively to promote a humanistic and flourishing society. Through the practice of PI we are moving towards this vision by redesigning the education workforce and preparing educators who are systems thinkers and are able to see themselves as a valuable part of a greater whole. The changes and practices we have put in place at MLFTC are to ensure our graduates will know the joy and purpose of being an informed learner and educator. They will have the competencies necessary to grapple with moral and ethical dilemmas, while effectively working

in teams to navigate uncertainty and mitigate the intended and unintended consequences of their decisions and actions. They will have a model for wellness, and will recognize the necessity of nurturing their own well-being and developing their character assets, habits of mind, and dispositions. These are the necessary practices they will need to flourish within their programs, but more importantly to contribute to the flourishing of our collective society through the children and youth they teach and their families. Their role as future educators in a redesigned education workforce where educators and the community work together in teams to support the well-being of our youngest and most vulnerable members of society, is a critical and valuable contribution to the larger vision of flourishing humanity. The experience we provide at MLFTC for these future educators is what they will emulate when they enter the workforce. It is our responsibility to provide the foundation and the conditions where all can thrive and contribute to a flourishing future.

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