

Hearing Unheard Voices: Teacher Education as Conceptualized by Preservice Teachers

By Alison A. Carr & Paola Sztajn

Introduction

Pre-service teachers are impassioned about their own curriculum and continually feel disenfranchised from its making (Goodman, 1988). This paper explores concepts of voice and personal experiences with elementary education majors. The authors advocate the inclusion of student voices in the social negotiation of teacher preparation curriculum. Finally, this paper addresses the concepts of voice and power, and describes an attempt to listen to pre-service teachers in the making of their curriculum.

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The Concept of Voice and Student Voice

There is an increasing effort among critical educators to identify the dominant voices which guide the schooling process. Perhaps more importantly, these educators also strive to detect the less often heard voices of "others" (Leck, 1987). While the concept of voice has a political component con-