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Teacher educators from the Lifelong Learning sector working together to develop the use of modelling in their practice: an action research project.

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Overview

- Introduction to research on teacher education and modelling
- Locating my research within existing work.

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One definition of modelling is...

- "the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers' professional learning (cf. Gallimore & Tharp, 1992)."

(Lunenberg et al. 2007, p.589).

"contested term with a range of possible interpretations." (Boyd, 2011, p.1)

What authors say about it...

- Korthagen et al. (2005, p.111) suggest that "through their own teaching, model the role of the teacher".

- demonstration of "exemplary behaviour" (Lunenberg et al., 2007, p.592)

- Lunenberg et al. (2007,p.597) "a powerful instrument" that can shape and influence changes in student teachers' practice.

- "...introduces an enquiry based approach to professional learning" (Boyd, 2011, p.3)

- "... little or no recognition of modelling as a teaching method in teacher education" (Lunenberg et al., 2007,p.597) .

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Lunenberg et al.'s (2007) 4 forms of modelling

- Implicit modelling;
- Explicit modelling;
- Explicit modelling and facilitating the translation to the student teachers' own practice;
- Connecting exemplary behaviour with theory;

Loughran and Berry (2005, p.194) on modelling

- "However, even though it may be desirable, it is complex and difficult to do and is particularly difficult to develop alone. "

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'learning to teach' is part of 'a complex pedagogy

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- Taylor (2008) identifies 4 aspects to this:
- Cascading expertise
- Enabling students' individual growth as a teacher
- Developing student teaching
- Student as teacher and learner

- Loughran's (2006) 'learning to teach' and 'teaching to learn' might be seen as similar

Part of the complexity is…

a teacher educator's session normally has 3 constituent parts:

- content
- teaching method(s)
- 'pedagogy of teacher education'

(Loughran (2006, pp3-4)

Existing research on teacher educators' use of modelling

- Self-study. For example, Loughran and Berry (2005), Wood and Geddis (1999)
- Case studies. For example, Lunenberg et al. (2007)
- Supported. For example, Swennen et al.(2008)

Literature review seems to be highlighting three dimensions within modelling

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Professional identity

Professional knowledge

Professional Practice

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Korthagen (2001 in Loughran, 2006, p.1)

- "[B]eing a teacher educator is often difficult…in most places, there is no culture in which it is common for teacher education staff to collaboratively work on the question of how to improve the pedagogy of teacher education."

My research approach

- Action research

- Working collaboratively with a group of teacher educators based at one further education college

- Piloted two data collection instruments to date: stimulated recall interview and interview

A concluding thought…

- "to develop professionally requires two things: to increase sensitivity to notice opportunities to act, while at the same time, to have come to mind in the moment when they are relevant, a range of possible appropriate actions." (Mason, 2002, xi)

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