University of Huddersfield Repository

Powell, David

Teacher education, teachers educators and critical pedagogy

Original Citation


This version is available at http://eprints.hud.ac.uk/28618/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Teacher education, teachers educators and critical pedagogy
To what extent are our ITE programmes and teacher educators genuinely transformative and so create tomorrow’s critical educators?
Avis in Maxted (2015, p.46)

“Education struggles need to be lodged within a social movement that seeks to undermine oppressive and exploitative relations in order to extend social justice and democracy throughout society (Avis, 2007, p.165)”
6 Roles of the teacher educator

- Teacher of teachers
- Researcher
- Coach
- Curriculum developer
- Gatekeeper
- Broker

(Lunnenberg, Dengerink and Korthagen, 2014)
Teacher of teachers: modelling teaching behaviours

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

(Lunenberg, Korthagen and Swennen, 2007, p.589).
Teacher of teachers: modelling values

How I teach IS the message (Russell, 1997)
Seen on a teacher educator’s classroom wall

“There is no such thing as neutral education, education acts either as a process of domestication or liberation”

“Teachers are Dangerous People”

(Daley, 2015, p.14)
ITE curriculum for FE

ITE curriculum for FE has been described as “factorised to a set of standards and constructed as a programme of strictly controlled and managed teacher training, with an emphasis on assessment, measurement and accountability” (Lawy and Tedder, 2009, p.53)
Curriculum developer: where is critical education in ITE?

• Where is critical education in university based ITE?
• Where is critical education in awarding body ITE?
• Where is critical education ‘visible’ in the Trailblazer standards?
• Using texts like 12 DPs to support students’ critical reflection. [https://dancingprincesses.wordpress.com/](https://dancingprincesses.wordpress.com/)
• Creating spaces in the curriculum for critical reflexive dialogue (Kemmis et al., 2014, p.139) for teachers to develop their ideas and oracy
• Northern College’s “Teaching for a social purpose”
Researcher

• Document the ‘quiet mess’ (AL Kennedy, 2015) and make a noise about what is going on in the invisible sector (Wolf, 2015)
• Researching and writing collaboratively with our student teachers – Critical Participatory Action Research?
• “Writing can also be a form of resistance...and challenge dominant, damaging ideas about education.” (Orr, 2015, p.176)
Outstanding teacher = outstanding practitioner and critical educator
Pet Shop Boys’ “Go West”

Together – we teach and learn
SIN EDUCACION NO HAY REVOLUCION
SIN EDUCACION NO HAY SOCIALISMO
FIDEL
References