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# Introduction to the Viewing Frame: a way of seeing into teacher educators' teaching



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ATEE RDC August 2016

David Powell 1



# The starting point...



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“What about writing a viewing frame that you hand out when you start...it’s like a reading frame or a writing frame...and ask them at certain points [to complete it]”

(Teacher Educator B, “Teacher talk” meeting, September 2013)



# De-brief with trainees February 2014

“I’d have thought so but I didn’t notice it” (Trainee 2)

“I didn’t notice it until it was pointed out” (Trainee 4)

“We rely a lot on them thinking ‘oh they must see it’...that you think that they are going to spot that we are doing this – but they don’t...(Teacher B, SRI, March 2014)



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Inspiring tomorrow's professional



“Teaching people to draw is teaching people to look” (Hockney, 2014)

Learning to teach starts with “learning to look”



# Discipline of noticing (Mason, 2002)



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“what we fail to notice is unlikely to have much influence upon on [our] actions...” (p.30)



# Apprenticeship of observation?



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**“The...students observed and found observing interesting most of the time, but they did not know how to record notes, questions, or even what they were observing....” (Munby and Russell, 1994, p 88)**





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# Trainee voice



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“it’s so intense and so condensed...you forget that it’s not only learning about behavior [sic] management, you’re learning how it’s being modeled ...for me, I keep focusing on the knowledge side, trying to get as much of the knowledge that I can, but then I’m like, oh, there are other elements that I’m meant to be working on as well.” (Hogg and Yates, 2013, p.320)

# Cognitive workbench (Britton et al., 1985)



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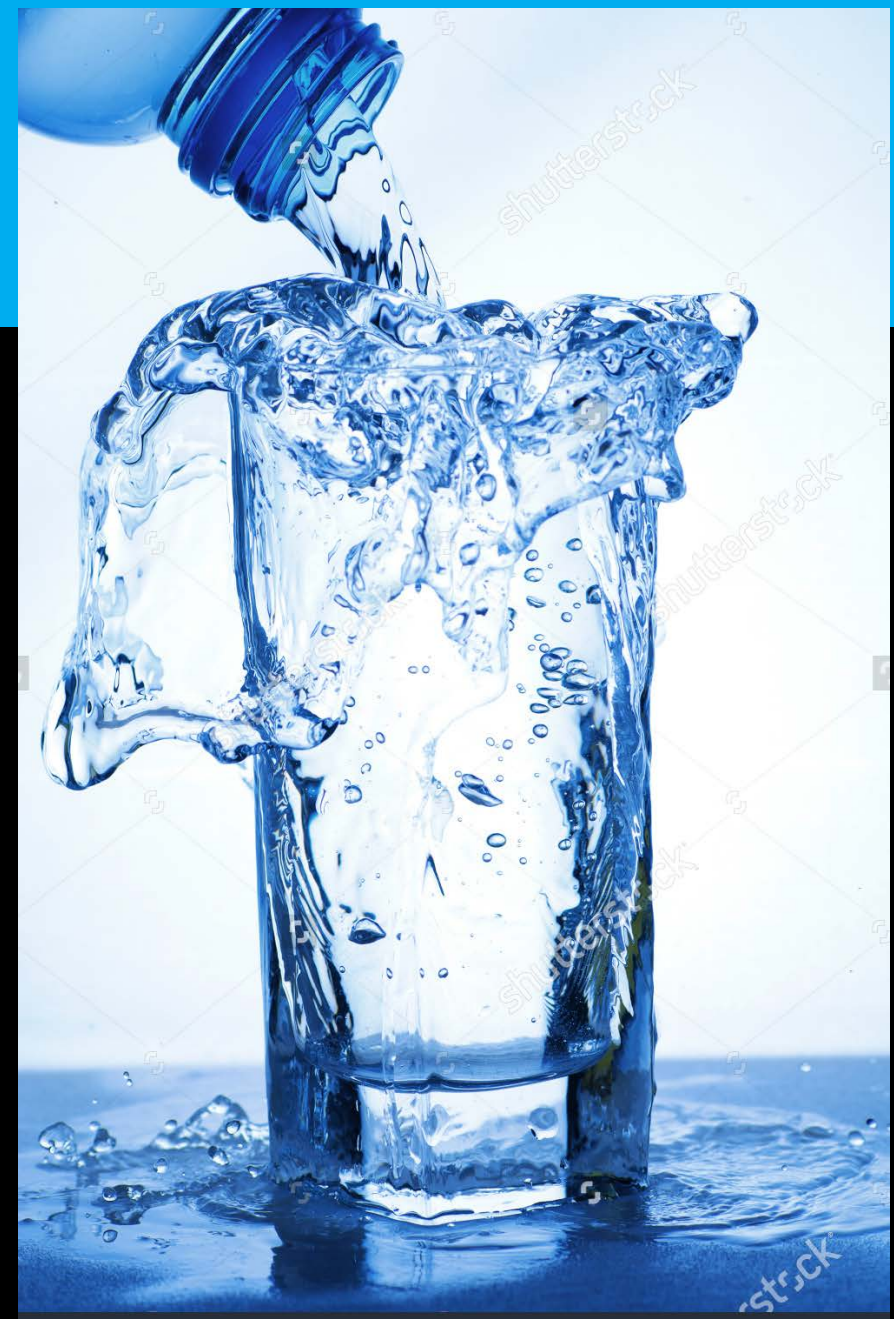
**The number of new ideas our working memory can hold before it becomes overloaded**





Eraut (1994, pp11-12)

“syllabi are notoriously overcrowded because they attempt to include all the knowledge required for a lifetime in the profession, almost regardless of students’ ability to digest and use”





# Barthes (2000) studium and punctum



“There is nothing like looking, if you want to find something... You certainly usually find something, if you look, but it is not always quite the something you were after.” (Tolkien, 1995, p.54)



# Hogg and Yates (2013, p.324)



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“...elusiveness of effective modeling identified by Lunenberg et al. (2007): perhaps the effectiveness of modeling (sic) relates to both what the teacher educators *and the student teachers do.*”

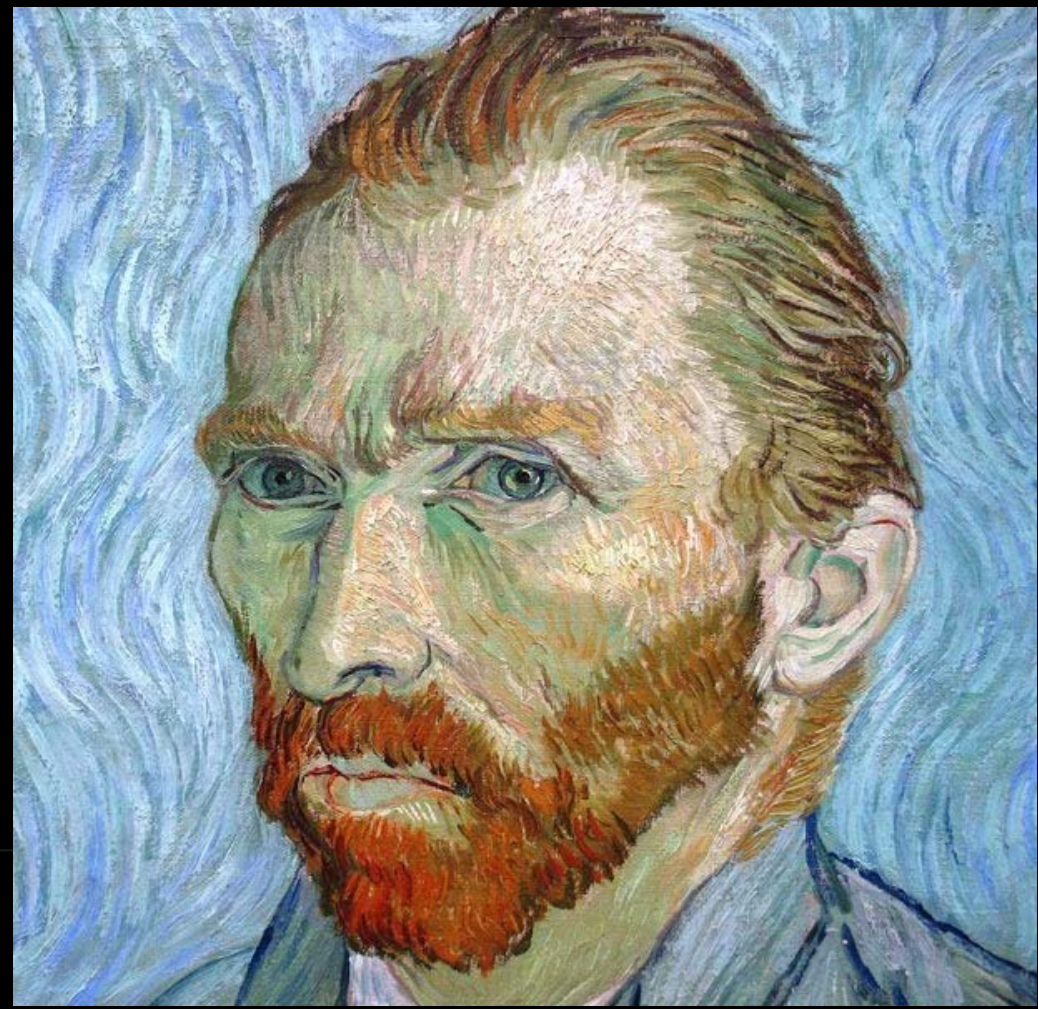
modelling's potential is realised when teacher educators and trainees **work together** to explore teaching and learning about teaching; it is what the teacher educator **says, does and thinks** and what the trainee teacher then **says, does and thinks** that can make this happen.



“...eyes too intense for this world”



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Develop trainees whose eyes have been trained to look intensely like a painters, so they notice the detail of the their teacher educators' behaviours and learn how to teach as a result of this.

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