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"Hearing and Heeding" student teachers' voices about their teacher educators' use of modelling within their in-service programme

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Overview

- Introduction and contextual information about my research
- Key concepts
- Some findings
- Conclusions
- Some questions

My study

- Action research study that adopts a **second-person approach** (Chandler and Torbert, 2003, p.142)

- Focuses on collaboration by the researcher with **a team of teacher educators based at one further education college** and **their use of modelling within in-service teacher training programme**

- Rumpus et al., (2011, p.255) acknowledge that **hearing "authentic" student voices** can make a valuable contribution to teachers' professional development and teacher training programmes

- **What are In-Service student teachers' perceptions of modelling as a teaching method and does it help them learn how to teach?**

- Used **focus group** as my main data collection instrument to listen to the student teachers' voices

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Munby et al.'s (2001, p.897) claim:

"The overwhelming evidence of a decade of research on teacher knowledge is that knowledge of teaching is acquired and developed by the personal experience of teaching."

And being taught when we are considering modelling...

Questions asked to the focus group

1. What was your idea of teaching and how to teach before you started this course?

2. What are your ideas of teaching and how to teach now?

3. How are you learning to teach with x ?

4. I explained the four forms of modelling to you when I visited your class on x. I would now like to ask you to consider which of the four forms of modelling you thought were used by x in the session on x. If a form is identified, ask how it was used? How did she/he explore this type of modelling? What is the value of this type of modelling to you?

5. Is there anything you would like to feedback to x about their use of modelling in other sessions?

Modelling

"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).
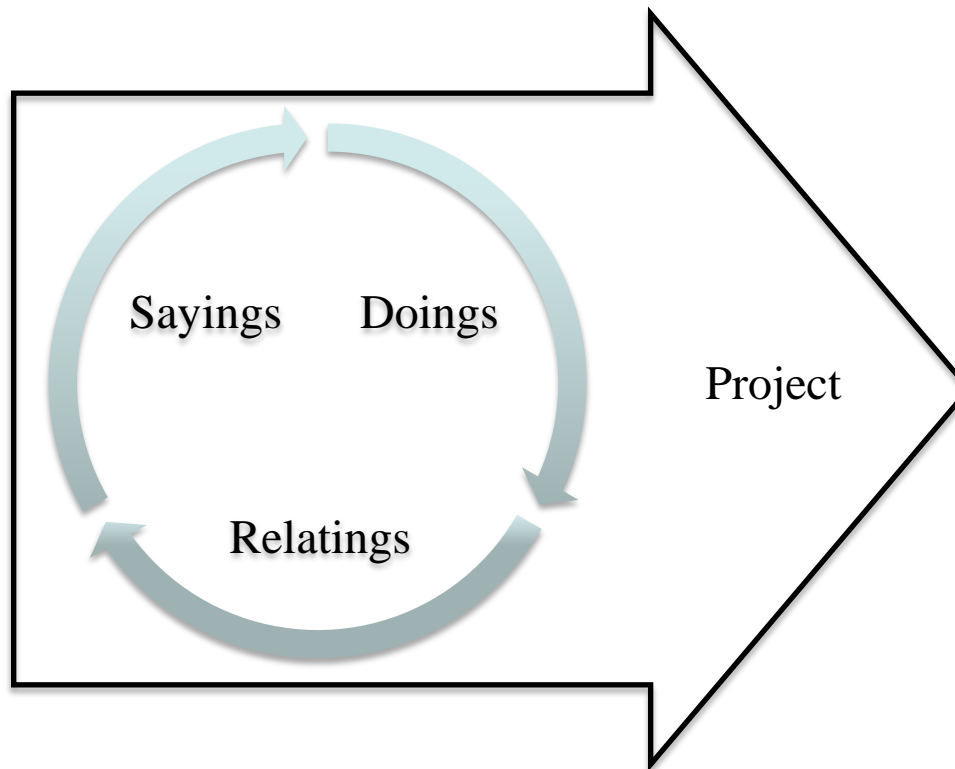
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(Kemmis et al., 2014, p.52)
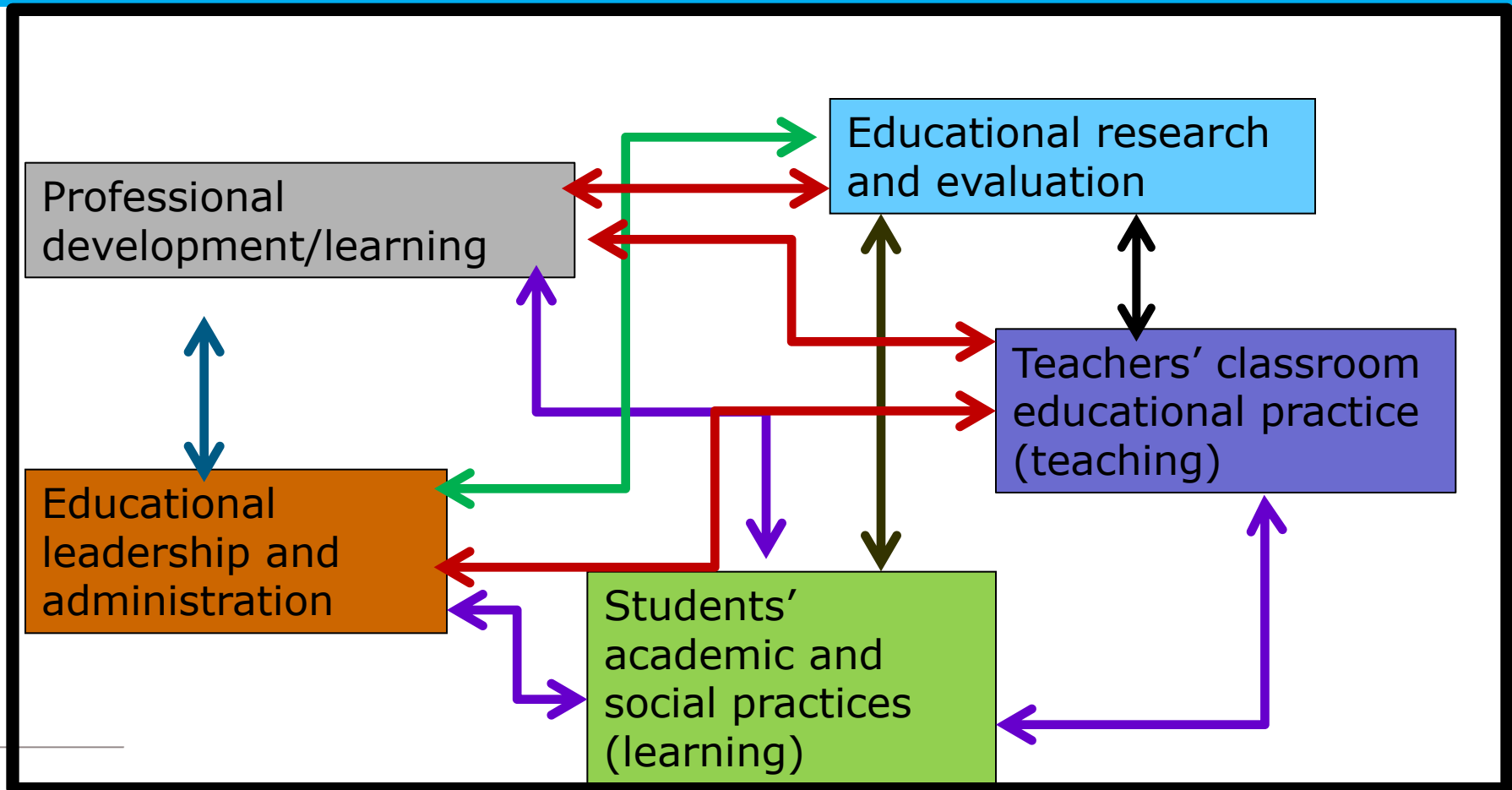
The *sayings*, *doings* and *relatings* of a practice hang together in the *project* of the practice


(Kemmis et al., 2014, p.33)

Bricolage approach to data analysis (Kincheloe, 2004, p.2)

- **Kemmis et al.'s (2014) practice architectures**: a contemporary theory of practice concerned with the "**saying, doings and relatings**" in any one or all of five activities at a given site. The five activities are **student learning**, teaching, professional learning, leading learning and research

- **Taylor's (2008, p.73) fours "ways of understanding learning to teach":** cascading expertise; enabling students' individual growth as a teacher; developing student teaching; and student as teacher and learner.

- **Lunenberg et al. (2007) 4 forms of modelling**: implicit, explicit, explicit; explicit modelling and facilitating the translation to the student teachers' own practice; Connecting exemplary behaviour with theory;

- **Lortie's (1975) 'apprenticeship of observation'**

- **Munby and Russell's (1994) 'authority of experience'**

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Data

- Transcriptions from focus groups with 3 student groups: 1 year one group, 2 year groups

- 1 film of a teacher educator de-brief: one of the year 2 groups

- Almost 20,000 spoken words

Data analysis process

- Transcription and synchronously using the conceptual lenses to analyse data and make notes to self

- "analysis cannot be easily distinguished from transcription" (Reissman 1993: 60)

- "Not writing memos is the research equivalent of having Alzheimer's disease, you may not remember your important insights when you need them." (Maxwell 2005, 12)" (Dresing et al., 2015, p.62)

- Then cut and paste and manipulate

Viewing frame
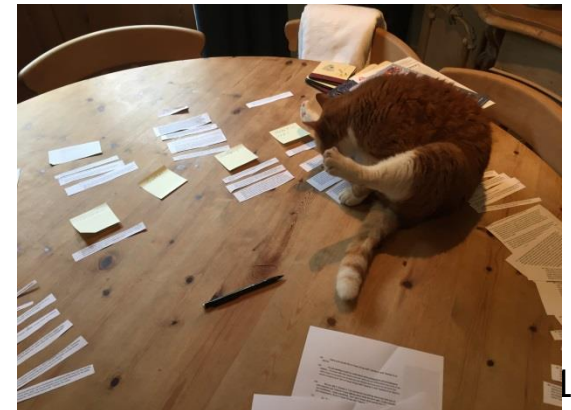
"The 351 students observed and found observing interesting most of the time, but **they did not know how to record notes, questions, or even what they were observing**...Most teacher educators have observed so many lessons by student teachers that knowing what to observe comes naturally. **These comments remind us how very different it is for someone just beginning a teaching career to observe. Students need specific training for observation and significant periods of time to adjust to the new perspective on what happens in classrooms**." (Munby and Russell, 1994, pp 88-89)

Implications for FE ITE

- Most of the modelling is implicit and so some trainees do not see into the teacher educators' practice
- Modelling of behaviours is not always transferable to trainees settings
- Differentiation in classes: some student teachers in this study seemed to find it difficult to acquire and articulate 'the language of learning to teach'
- Structure of ITE: Student teachers might benefit from watching us teach in an FE college or similar setting (Munby and Russell, 1994; Burstein, 2009)
- Curriculum design: focus seems to be on pedagogical content knowledge and little time and space to explore the important notion of pedagogy of teacher education

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Question(s)

- Do in-service (and pre-service) student teachers need to acquire the language, what Freire calls the 'dominant syntax', of ' learning to teach'?

- If yes, what language do they need to acquire? How and when might we do this within their programme?

- What's the value of this?

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