University of Huddersfield Repository

Powell, David

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

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/30065/

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/
Introduction to the Viewing Frame: a way of seeing into teacher educators’ teaching

David Powell

ATEE RDC August 2016

David Powell
The starting point...

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

Learning to teach starts with “learning to look”
Discipline of noticing (Mason, 2002)

“what we fail to notice is unlikely to have much influence upon [our] actions…” (p.30)
Apprenticeship of observation?

“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)
“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)
The number of new ideas our working memory can hold before it becomes overloaded
“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)
“...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”

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.
References (1/2)

• *Hockney* (2014) Directed by Randall Wright. UK: Channel 4 Films