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Boyd, Pete, Powell, David, Swennen, Anja and van Velzen, Corinne

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International Professional  
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# The pedagogy of teacher educators: revealing practical wisdom through explicit modelling

Pete Boyd, University of Cumbria

David Powell, University of Huddersfield

Anja Swennen, VU University Amsterdam

Corinne van Velzen, VU University Amsterdam

# Getting started

What does 'modelling' in teacher education mean to you?

Write down your ideas and briefly share this with the person next to you...

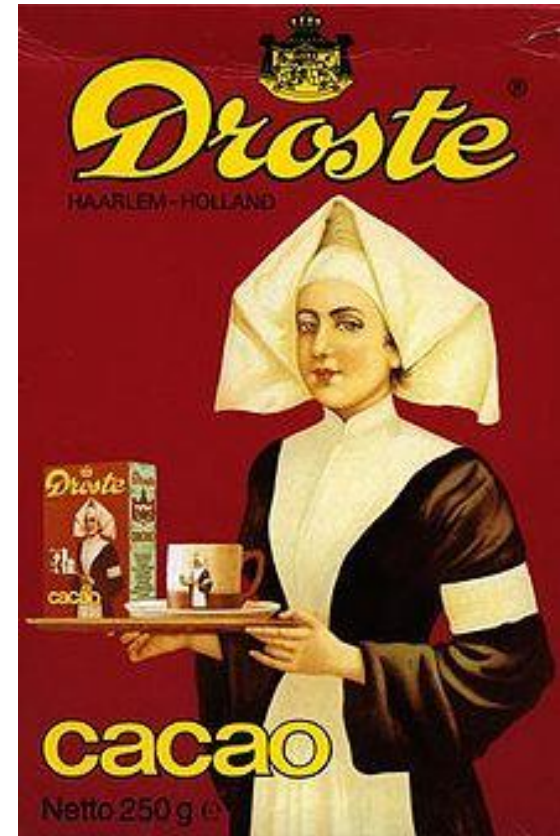
# Goal of this research

The aim is to investigate an important strategy widely mentioned in research on teacher education and often referred to as 'explicit modelling'

# Congruent teacher education

*The education of (student) teachers (curriculum and practice of teacher educators) is in line with the principles that are preached*

Swennen, Korthagen & Lunenberg, 2004, p. 17



# Explicit modelling

It is modelling the processes, thoughts and knowledge of an experienced teacher in a way that demonstrates the 'why' or the purpose of teaching:

it is not creating a template of teaching for unending duplication

# Explicit modelling

Teacher educators need to make their teaching explicit, so the modelling is brought to a conscious level of the student teachers. This requires a high level of meta-cognition, it is verbalizing the reflection-in-action, (Schön, 1983) the tacit part of professional knowledge in teaching

# Definition for this research

Explicit modelling is a strategy whereby the teacher educator openly unpacks her practice for the benefit of student teachers or peers





# Why use modelling?

Provides student teachers with:

- Examples of preferred teacher behaviour and values
- Insights into pedagogical reasoning behind teacher decisions



# A model for explicit modelling

**LEVEL 1:** Implicit modelling using congruent teaching

**LEVEL 2:** Explicit modelling of critical reflection on practice

**LEVEL 2a:** Building from explicit modelling, the teacher educator considers how their practical wisdom relates to public knowledge

**LEVEL 2b:** Building from explicit modelling, the teacher educator encourages reconstruction by student teachers

# Participants and context

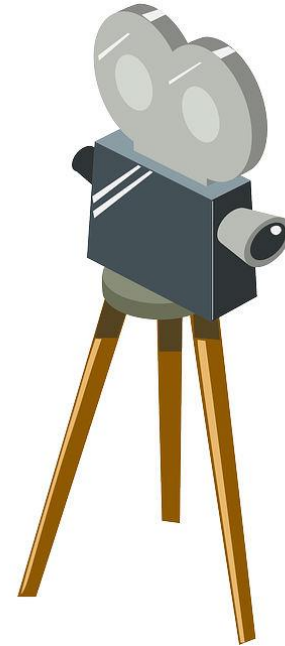
- Jane secondary education - part of University of Applied Sciences - subject Dutch
- Mary: primary education - part of University of Applied Sciences - subject visual arts
- Martin: primary education - post 1992 university - subject mathematics
- Gary: primary education - post 1992 university – subject literacy

All between 10 and 20 years of experience as teacher and at least 8 years experience working in higher education

# Method

Videotaping teacher education  
taught sessions

Video process recall interviews with  
the teacher educator as they view  
and select incidents or themes from  
the video of their session



# Differences between the teacher educators

## Apparent role

Jane: subject teacher

Martin: teacher educator and subject teacher

Mary and Gary: subject teacher and teacher educator

## Addressing their students

Jane: as experienced teachers lacking subject knowledge

Gary as student teachers who need to develop specific aspects of their practice

Mary and Martin: as novice teachers lacking pedagogical knowledge and subject knowledge

## Using school practice during classes

Jane: emphasis on what pupils must learn

Mary: emphasis on how pupils may learn

Martin and Gary: emphasis shared between what and how pupils may learn

# LEVEL 1: implicit modelling using congruent teaching

**Jane:** playing out examples, addressing students perceived needs, practice during class, teaching to the test.

**Mary:** lesson content is a pedagogical model. Many examples from practice are used to explain the model. Process aspects are emphasised complementing school's attention on products. Methods used are also useful at school.

**Martin:** the lesson design is intended to illustrate the learning intentions, students complete learning activities that are also used in school classrooms and these are then discussed

**Gary:** seems alert to the impact his own teaching behaviours can have in shaping and influencing his student teachers

# LEVEL 2: explicit modelling of critical reflection on practice

**Jane:** hardly at all, insights during interview

**Mary:** deliberate reflection is part of her own lesson planning, practical examples are explained in class. Explicit modelling of how to act is mostly done in individual or small group conversations. Expert knowledge from outside is deliberately brought into the classroom

**Martin:** no evidence in this session of explicit modelling but claims to have explained the approach to student teachers at start of module

**Gary:** is seeking to model good teaching but holds back from critically reflecting on his own teaching

# Initial ideas...

Teacher educators often use congruent teaching but in varied and complex ways...

Teacher educators have varied and often restricted views and practices of explicit modelling...

The quality assurance context of teacher educators may influence their modelling...



# Discussion questions

- Is it feasible and useful to differentiate between congruent teaching and explicit modelling: in research or/and in practice?
- To what extent are *teacher educators* able to model the processes, thoughts and knowledge of an experienced *teacher* ?
- How might we develop our research project most usefully from this initial stage?

# References

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