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Original Citation

Powell, David, Daley, Maire and Petrie, Joel (2015) 12 Dancing Princesses, FE and the ITE curriculum. In: Future of Initial Teacher Training, 1st October 2015, Taunton, UK. (Unpublished)

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What was the last book you read on teaching, learning and assessment?

“A (wo)man is known by the books he reads”

Ralph Waldo Emerson’s Journal, October 31, 1829

“A (wo)man is known by the books (s)he reads, by the company (s)he keeps...by the stories (s)he tells...for nothing on earth is solitary but every thing hath affinities infinite.”

12 Dancing Princesses, FE and the ITE curriculum



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FITT/LSW event ,1st October, 2015

Overview

- A review of the 12 Dancing Princesses' book
- What would count as a graduate of an ITE programme in 2020?
- What does this mean for teacher education and teacher educators? What are our key priorities?
- How might the 12 Dancing Princesses play a supporting role in the development of our graduates?

“Supercomplex world...nothing can be taken for granted, where no frame of understanding or of action can be entertained with any security...(Barnett, 2015, p.238)” (Ling, 2015)



“Further education colleges do wonderful work. For too long, they have been Cinderellas, but under this government they are at last going to the ball.”

Michael Gove (Secretary of State for Education 2010 – 2014)

“Protest songs, history lessons and love letters to the sector”: a quick review of 12 DPs

- The FE Cinderella metaphor: origins & issues
- 12 Dancing Princesses: a project to establish a new metaphor
- “Power of solidarity” (Coffield, 2015, pxxii)
- “*Public* protest” (Coffield, 2015, pxxii)
- Collaboration with students to adopt a ‘principled stance’ (Coffield, 2015, pxxiii) on an issue, e.g. Action for ESOL
- “academics have a broad civic responsibility...to uphold freedom in the interests of all” (Coffield, 2015, pxxiii)
- “Resistance is fertile” (Daley, 2015, p.20)
- “...build on rich legacy of protest from the past” (Coffield, 2015, pxxiii)



It is an old complaint that technical education has been the Cinderella. Well, the Government is determined that even if there was any truth in that in the past, there shall be none in the future.
Oliver Stanley (President of the Board of Education 1935 - 37)

Chapters: 12 dancers

Preface

Introduction: How Grimm is FE?

- 1) Why Teach? Not Afraid to Dance
- 2) Teaching and ideology, or why aren't we all dancing? A personal view
- 3) Critical pedagogy in FE
- 4) Frivolity as resistance? What do the dancing princesses and their shoes that were danced to pieces tell us about risk taking and the potential for pedagogic bungee jumping in FE classrooms?
- 5) Spaces to dance: community education
- 6) Breaking free from the regulation of the State: the pursuit to reclaim lesson observation as a tool for professional learning in FE
- 7) Building Colleges for the Future: what the Ugly Sisters have to tell us about FE
- 8) Reframing professionalism and reclaiming the dance
- 9) 'The soldier danced with them unseen': Managerial resistance and collusion in FE
- 10) Dancing in Plain Sight
- 11) Action for ESOL: pedagogy, professionalism and politics
- 12) Beyond the Metaphor: Time to take over the castle

Conclusion: Leading a merry dance through times of change and challenge

Coda: Writing as resistance

Angry and defiant

incarceration
disheartened
impotence
down-trodden
action
embattled
self-confidence
erosion
chaotic
deprofessionalization
damaged
lives
crisis
depression
oppression
inauthenticity
sector
casualized
culture
toxic
industrial
static
contracts
stunted
social
mobility
fear
fundamental
boycott
animosity
over-assessment

Hopeful and heartening

freedom
justice
reclaiming
innovation
deliberative
community
resistance
critical
social
spaces
change
professionalism
citizenship
collaboration
collaborative
reframing
professional
playful
expertise
revolution
democratic
values
re-energized
subversion
transformation
agents
active
ideologies
education
exploration
progressive
identities
alternative

Coffield (2015, pXXIV)

“The struggle over the coming years will be to ensure that these positive images, proposals and practices prevail over those that are currently creating such harm. The task is to turn moments of resistance into a mass movement (Horn, 2014).”





What would count as a graduate of an ITE programme in 2020?

- A learning expert
- Content specialist
- Reflective practitioner
- Lifelong learner
- Researcher
- Leader
- Classroom manager
- Team worker

What would count as a graduate of an ITE programme in 2020?

- A learning expert
- Content specialist
- **Critically** reflective practitioner
- Lifelong learner
- Researcher
- Leader
- Classroom manager
- Team worker
- Literate
- Numerate
- Confidently and appropriately uses IT to engage their learners in “an IT rich environment”

Outstanding teaching has become factorised

Outstanding teacher = outstanding practitioner and critical educator?



‘Learning to teach’ is part of ‘a complex pedagogy’

Taylor (2008) identifies 4 aspects to this:

- Cascading expertise;
- Enabling students’ individual growth as a teacher;
- Developing student teaching;
- Student as teacher and learner

Munby, Russell and Martin (2001, p.897)

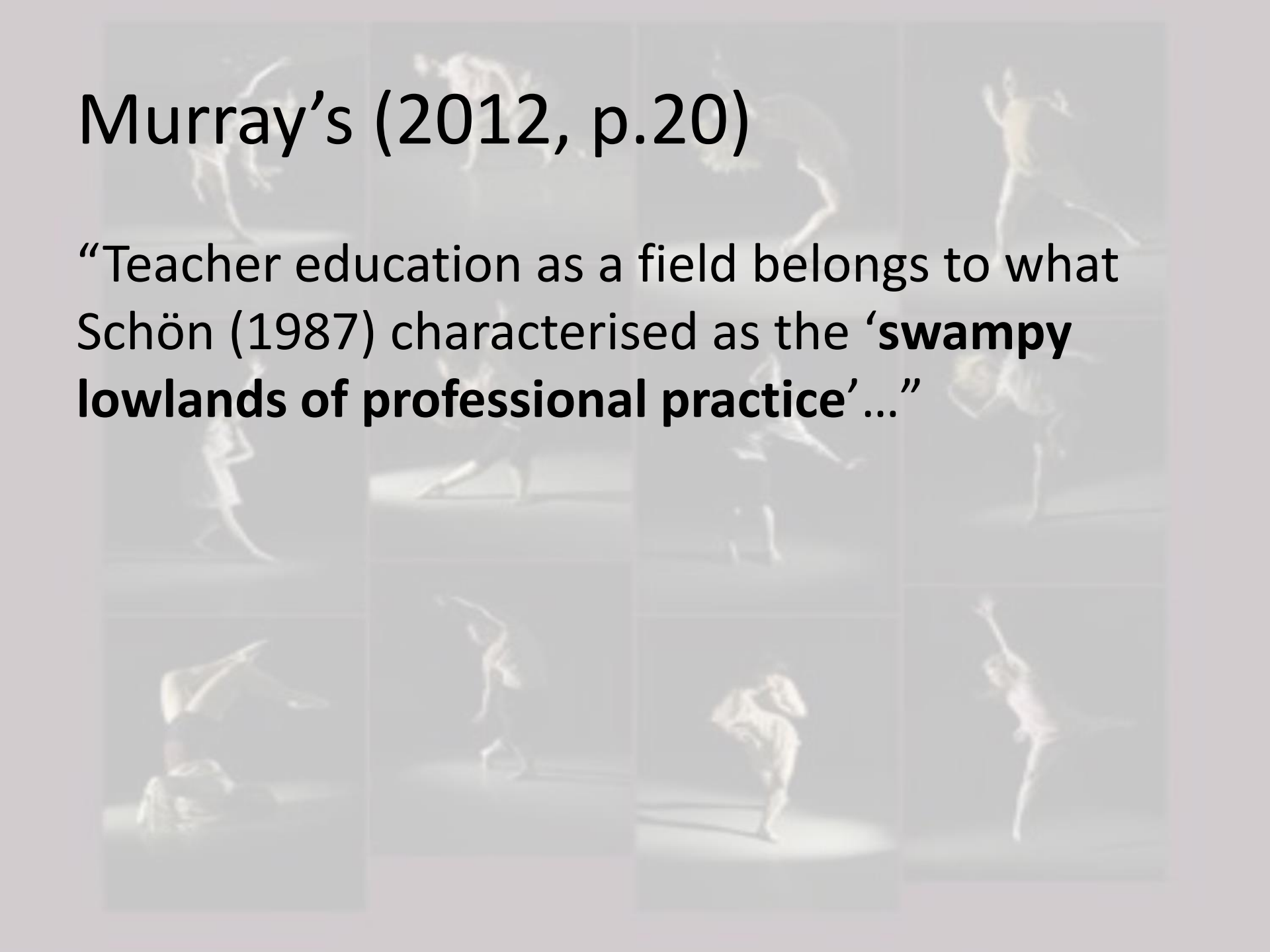
“The overwhelming evidence of a decade of research on teacher knowledge is that **knowledge of teaching is acquired and developed by the personal experience of teaching.**”



6 Roles of the teacher educator



- **Teacher of teachers**
- **Curriculum developer**
- **Researcher**
- **Coach**
- **Gatekeeper**
- **Broker**
- (Lunnenberg, Dengerink and Korthagen, 2014)



Murray's (2012, p.20)

“Teacher education as a field belongs to what Schön (1987) characterised as the **‘swampy lowlands of professional practice’...**”

Schön (1987, p1)

“In the varied topography of professional practice, there is the high, hard ground overlooking the swamp. On the high ground, manageable problems lend themselves to solution through the application of research-based theory and technique. **In the swampy lowland, messy, confusing problems defy technical solution.** The irony of this situation is that the problems of the high ground tend to be relatively unimportant to individuals or society at large, however great their technical interest may be, while in the swamp lie the problems of greatest human concern. The practitioner must choose. Shall he remain on the high ground where he can solve relatively unimportant problems according to prevailing standards or rigor, or shall he descend into the swamp of important problems and non-rigorous inquiry?”

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 & 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 curriculum?

- Where is critical education ‘visible’ in university based ITE?
- Where is critical education ‘visible’ 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/>
- Creating spaces in the curriculum for critical reflexive dialogue (Kemmis et al., 2014, p.139) for teachers to develop their ideas and “voice” (oracy, written skills and social media presence)
- 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)



4 extracts from book

1. Which element(s) of the teacher education curriculum seem 'visible' in each piece of writing?
2. How would you use this piece of writing with your student teachers?

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