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Learning to teach starts with "learning to look": Using a viewing frame to "see into" teacher educators' practices

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Inspiring tomorrow's professionals

TEAN 2017
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Overview of the session

- Consider how our trainees are "learning to teach" (practical wisdom/personal theory/theory with a little "t") and relevant theories (Theory with a big "T") on "learning to teach";

- Explore the notion of "learning to look" and what makes it so difficult to do;

- Introduce a viewing frame that supports trainees' noticing and "looking skills"

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."

Lortie's (1975, p.61) apprenticeship of observation

"average student [teacher] has spent 13,000 hours" observing other teachers by the time they leave school at 18.

Schoolteacher

Dan C. Lortie

With a New Preface Second Edition
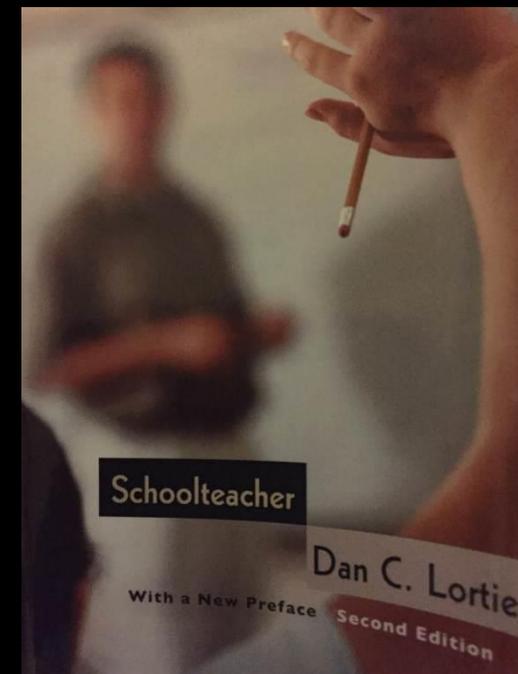
Apprenticeship of observation?

"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 "remind[s] 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." (p89)….

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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 Educator B, SRI, March 2014)

How do we see and understand pictures in a gallery?

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"The way we see things is affected by what we know or what we believe." (Berger, 1972, p.8)

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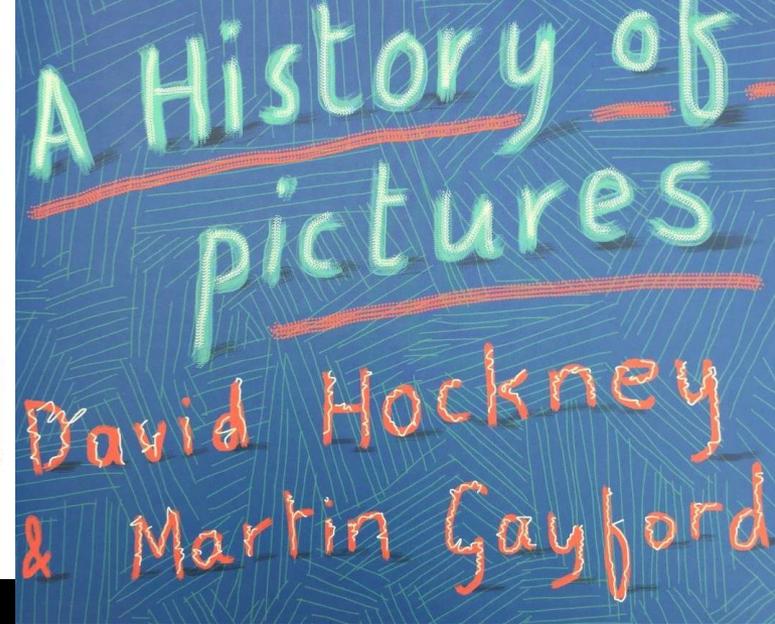
"Teaching people to draw is teaching people to look" (Hockney, 2014)

Learning to teach starts with "learning to look"

"Most people don't look that hard." (Hockney and Gayford, 2016, p. 50)

"what we fail to notice is unlikely to have much influence upon on [our] actions…" (Mason, 2002, p.30)

IN CINEMAS 28 NOVEMB

Trainee's voice

"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)

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

Hogg and Yates (2013, p.324)

"…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 trainees then **say, do and think** that can make this happen.

Boyd (2014, p.65) claims that "Learning to teach" is part of "a complex pedagogy"

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Taylor (2008) identifies 4 aspects to this:

1. Cascading expertise;
2. Enabling students' individual growth as a teacher;
3. Developing student teaching;
4. **Student as teacher and learner.**

The Viewing Frame

- Encourages our trainees to "look again" (Berger, 2016) at the class and "see into" our practice (Loughran, 2007, p.1).

- Concentrate on the first column to start with...

A viewing frame to "see into" your teacher educator's practice

A strategy to turn on the "student as teacher and learner lens" (Taylor, 2008, p.78) and then create a dialogue between trainees and their teacher educator about the teaching behaviours that are "visible" in a class.

It requires a trainee:

• to observe and notice the "sayings, doings and relatings" of their teacher educator (through student lens);

• to consider the teaching decisions their teacher educator has made and what other options might have be available (through teacher lens);

• to evaluate the suitability of the teaching strategies and resources for their own teaching (through teacher lens);

• to identify what theory/theories might be underpinning the teacher educator's practice (through student lens);

• To consider the teacher educator's values which are underpinning their practice (through teacher lens).

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What else do we know that might be important?

- The importance of teachers' abilities to make "immediate decisions" (Dolk, 1997) within classes (Lunenberg and Korthagen, 2009).

- 75% of these "are made unconsciously" (Lunenberg and Korthagen, 2009, p.228)

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