Handbook for Teacher Educators
Transfer, Translate or Transform
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As a teacher educator you are (or were) identified as a credible practitioner in your given community of practice. As an early career teacher educator, there is an assumption that the transition from your successful previous position, in a related community of practice, to that of an academic teacher educator will occur through a process of osmosis or instinctive learning in situ.

Handbook for Teacher Educators contains chapters written by experienced international teacher educators who draw on their experience and expertise to help early career teacher educators prepare for some of the demands, challenges and rewards. The chapters discuss some of the habits intrinsic to the profession and provide an insight into procedures and practices that are compatible with core professional expectations and professional values. In essence, if you are an early career teacher educator, what is useful to know in order to develop an identity as a knowledgeable skilled teacher educator?
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*Transfer, Translate or Transform*

Edited by

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1. FROM PHILOSOPHY AND RESEARCH TO PEDAGOGY AND PRACTICE

1.1 INTRODUCTION

As a teacher educator you are (or were) identified as a credible practitioner in your given community of practice. If you are an early career teacher educator, there is an assumption that the transition from your successful position in your original community of practice to that of an academic teacher educator will occur through a process of osmosis and automatic learning in situ.

If you are fortunate you may be assigned a mentor, someone who helps you to settle into your new environment and someone who helps you develop your professional identity as a teacher educator. If you are less fortunate you may be expected to find your own way through the maze of academic teacher education. You might find yourself having to juggle various, and sometimes unexpected, demands during the journey to professional identity formation as a teacher educator.

The purpose of this book is to provide a mechanism that enables you to consider some of the demands, challenges and rewards you may encounter. In essence, if you are an early career teacher educator, what is useful to know in order to develop an identity as a knowledgeable skilled teacher educator?

The main aims of the book are to:

• make the transition process more transparent, by making explicit the habits of head, hand and heart inherent in the profession.
• share insight into procedures and practices that are compatible with core professional expectations and professional values.

This book is written to help a successful efficient practitioner become a successful efficient teacher educator.

1.1.1 The Signature Pedagogy of a Teacher Educator

Shulman defines signature pedagogies as “the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions” (2005, p.52). Shulman talks about signature pedagogies in terms of surface structure (the operational acts of teaching and learning), deep structure (assumptions about how best to share know-how and a body of knowledge), and an implicit structure (beliefs about professional dispositions, attitudes values and beliefs).
In our handbook, teacher educators with significant and early career experience consider the operational acts of teaching and learning, the assumptions about how best to share knowledge and the beliefs about professional dispositions, attitudes and values. For as Gurung, Chick, and Haynie (2009) suggested, academic disciplines have distinctive habits and characteristic disciplinary pedagogies. Thus as teacher education is an academic discipline it will have characteristic disciplinary pedagogies and those who are currently involved in teacher education are probably best placed to share their understanding of the characteristics of the profession.

Most of us in teacher education will find ourselves working within and toward competence-based frameworks. These frameworks will stipulate professional learning in terms of, content, skills, attitudes and conduct. The role of a teacher educator in terms of encouraging reflective discussions about the interweaving of subject knowledge and pedagogy with the aims, purposes and values of education is an important aspect of teacher development.

Cochran et al., (1993) suggested that teacher education should consider Pedagogic Content Knowing. Pedagogic Content Knowing is seen as a teacher’s integrated understanding of pedagogy, subject matter content, student characteristics, and the environment of learning. This book tries to share an understanding of what this Pedagogic Content Knowing looks like for a teacher educator.

The book identifies the personality of the profession of teacher education. It signals core values and the structure of teacher education as a discipline, as identified by those within the discipline. It is through this shared identification of the construction and personality of the teacher education profession that we are able to provide some measure of support and, we hope, guidance to enable an early career teacher educator to make a successful transition from one profession to the next.

As already stated, this book is aimed at people who wish to become or have recently become teacher educators. You may be within an academic institution or you may be mentors in a school-based programme of teacher education. But no matter where you are within the spectrum of teacher education provision, on joining an academic teacher education community of practice you will be expected to apprentice future teachers and to provide support for teachers seeking professional development. The assumption being that as you were recognisably successful in your field which was somewhat related to teaching, you have an understanding of the signature pedagogy of teacher education. As such, the expectation is that you will be able to make explicit and share habits regarding professional learning that enable student teachers to become effective teachers. When attempting to provide this apprenticeship through professional learning, you as a teacher educator may find yourself having to merge your institution’s mission and goals, the signature pedagogies of your profession and your own personal and professional pedagogical style.

The purpose of teaching student teachers, might appear to be obvious to outsiders, perhaps even simple; just teach them to teach! However, teaching involves many components. Many teachers consider the concept of pedagogical content knowledge
(PCK) to be ‘common sense knowledge about teaching’ (Evans, Hawksley, Holland and Caillau, 2008). But in reality, teaching is more complex than simply knowing the content to be taught, or providing content knowledge in an engaging manner. It is also more than the strategic use of specific PCK or general pedagogical knowledge.

Learning to teach is a highly personal activity, that evolves from a person’s core beliefs, values, past experiences and key policy documents, and hence the role of the teacher educator is far from simple. The teacher educator has to be able to help the student teacher address prior beliefs, as well as come to understand the cultural and learning demands of the pupil, the school and the teaching context (Wideen, Mayer-Smith, and Moon, 1998). The teacher educator also has to help the student teacher negotiate a university culture (if the student teachers are in an academic teacher education programme).

As such teacher educators have a significant role to play in helping student teachers transform content knowledge into a form that is readily accessed and understood by student teachers. But as Evans et al., (2008) report, often those involved with helping student teachers learn about PCK and consequently learning about their profession, do so from a standpoint of their experience and what worked for them. This may take the form of one of two models, although both are usually evident, in a balanced approach.

The theoretical model focuses on the science of learning how to teach. This would involve engagement with the theoretical literature on teaching and learning. An example of this might be Shulman’s PCK (1986) and how it helps to support teaching and learning. The practical model promotes what might be seen as the art and craft of teaching. The practical model may have a stronger focus on the practical techniques, or specific skills that a practitioner needs and uses. Threading through these two models is the notion of reflective practice (Schon, 1993) and the enabling of active consideration of one’s personal, political and social views, for example about what makes a ‘good’ teacher or best use of models to effectively apprentice and mentor student teachers.

Therefore, if a teacher educator has a view of apprenticeship as ‘transfer’ then they are likely to believe that all they have to do is ‘relocate and deposit’ what they know into the head of the student teacher. ‘Transfer’ teacher educators may hold the view that they simply have to convey facts, skills and dispositions to the student teachers. If on the other hand, a teacher educator has a transform view of apprenticeship as coaching the development of personal social change, then they are unlikely to prepare student teachers by fragmenting the various components of teacher education, into simple elements without showing their interrelationships and the complexities between them. In between this transfer and transform spectrum, lies a view of apprenticeship in terms of translation, where through dialogue and interaction a student teacher learns to interpret and problem solve within a given context involving specific people and specific environments.

Thus as a teacher educator it is worth considering where on this spectrum you stand. Is your view of teacher education underpinned by the notion of transfer, translate or transform?
When considering teacher education provision, we as teacher educators need to reflect on how our model addresses pupil development, subject knowledge, pedagogy, student teacher attitudes and skills. Teacher educators, like their student teachers, should be expected to articulate their understandings of pedagogy, and their capacities to effectively apply their skills, which have clearly articulated, and measurable, goals for improving the understandings, skills and aptitudes of their pupils. This book attempts to help teacher educators to articulate these understandings in order to help inform their capacity to educate future generations of teachers.

1.2 AN OVERVIEW OF THE BOOK

The book is written by people already in the teacher education arena and intended to be of use to individuals joining the arena. It is a joint enterprise that draws on the expertise of other successful practitioners who are at various stages of their careers in teacher education. Drawing on the expertise of an array of teacher educators who are reflecting on their experiences, their value systems and their operational environment allows us to describe the science, art and craft of teacher education in its broadest sense.

Inviting early career and established teacher educators to contribute to the development of this book allows us to provide a shared repertoire. It distils the expertise available while acknowledging and addressing the concerns faced by those new to the teacher education community.

Teacher educators tend to deal with teachers in three sectors: early years, primary (elementary) and secondary. The themes of the book address all three sectors, by considering the nature of the teacher education community, the scope of provision expected by the community, and personal professional learning journey possible within the teacher education community.

However the book does not address the three sectors as stand-alone sectors, instead the chapters address the teacher education sector as a whole, and relies on the chapter author teams, which include practitioners from the three sectors, to identify within the chapter any aspect particular to one or more of the sectors. The themes are addressed from the perspective of what some have called signature events (Pace and Middendorf, 2004). The events embody the values, structures, skills and conceptual understanding that are considered to be of importance in teacher education.

In each chapter you will find a series of ‘provocations’. The provocations are intended to encourage reflection, for as Moon (2004) stated, reflection is slippery. These provocations are meant to encourage you to pause for thought and delve into the views presented in order to help you consider the ‘what if’ scenarios that you may encounter as a teacher educator. They are intended to help you reconsider aspects that you may have already thought about and they are intended to help you consider aspects that you might have taken for granted or not paid much attention to.

Considering your professional practice in this way, may make your biases, values and expectations more evident to you. Our intention is to encourage you to review
your role as a teacher educator. We hope you use this book to help you become more professionally successful by making you more aware of assumptions you intentionally or uncritically hold as a consequence of your view of teacher education.

1.2.1 The Structure of the Book

The structure of the book was arrived at by asking two cohorts of teacher educators to identify habits of head, hand and heart inherent in their practice. They were also asked to identify core professional expectations and professional values. Using a post-it note approach, the habits of practice and the core expectations and professional values were collated. From these collated post-it notes, key facets were teased out and discussed. The discussion of the identified key facets generated the chapter topics.

The following few paragraphs provide an overview of each chapter.

Elizabeth Parr, Dr Patricia Giardiello, Dr Naomi McLeod (Liverpool Hope University, England) and Dr Christine Redman (Melbourne University, Australia) have written the chapter on understanding pedagogy. They suggest that teacher educators today, regardless of whether they are preparing student teachers for the early years, primary (elementary) or secondary sector, need to be able to invest different types of energy into their everyday work in order to motivate student teachers to engage deeply with the learning process.

Pedagogy for teacher education has to encourage student teachers to take up challenges that develop dispositions toward teaching, subject and pedagogical content knowledge and expertise and skills as needed. A significant element of effective teaching is developing a responsible level of the ‘care factor’ while maintaining some degree of professional distance.

Pedagogy when working with school-aged pupils has at its core, similar values and purpose to those expected when working with adult students. However, in its deployment, engaging with adult learners is subject to issues that are unlikely to occur when dealing with pupils. The dynamic is different to some extent, though the need to stimulate, motivate and encourage learning is a constant.

As a teacher educator you need to deploy a pedagogy that supports high-level engagement, fosters curiosity and a willingness to be challenged while attempting to ensure the student experience is anything but perfunctory or mundane. This requires skilled, knowledgeable, and insightful people, who are multifaceted, flexible and highly skilled communicators. The quality of the teacher educator arises from within these many attributes. A teacher educators’ quality, and their potential to have impact comes from their teaching quality (Dinham, 2013) and their ability to help student teachers develop a professional identity with the skills, understanding and disposition to be effective classroom practitioners.

In chapter two, pedagogy is explored initially from an early years lens, and it discusses how pedagogical strategies in teacher education should encourage students to ‘make decisions and choices as autonomous learners’. The chapter describes
the development of a philosophy of teaching, which in turn would influence the pedagogical approach adopted by teacher educators looking to model practice or refract practice. Chapter two describes participatory pedagogical teaching approaches that could be used with adult learners (it has also been shown to be equally effective with pupils).

Associate Professor Wan Ng (University of New South Wales, Australia), Professor Colette Murphy (Dublin, Ireland), John McCullagh (Stranmillis University College, Belfast) Andrea Doherty (Stranmillis University College, Belfast) and Dr Naomi McLeod (Liverpool Hope University, England) wrote the third chapter. The third chapter invites the reader to focus on reflecting on practice. Internationally, engaging in reflective practice is considered a core standard and benchmark within the teaching profession. For reflection is thought to be key to teacher development as it is through it that professional expertise is developed (Orlova, 2009). Indeed Davis, Petish and Smithey (2006) suggested that a teacher who is a reflective practitioner constantly evaluates the effects of their decisions and activity, and through this process of review develops their professionalism.

Provocation 1 A

Think of yourself as a teacher, then an educator, how does this change in these ‘labelling’ words change your view of your professional image or identity?

What does the word ‘educator’ mean to you, is it a narrowing of the broader term ‘teacher’?

How does educator connect you to a different sense of responsibility for ‘educating learners’? In what way is it different to ‘teaching students’?

As a teacher educator it is easy to assume that everyone shares an understanding of what it means to be a teacher. Let’s take a moment to try to define, ‘what is a teacher’. Then, alternatively, consider, what it means to be an ‘educator’.

The difference between teaching and educating maybe subtle, but this difference maybe also critically important in helping you think about what you value about your classroom role, and also relate to, in the bigger sense your perception and relationship to your profession.

For some, Teaching/teacher may signal traditional and more didactic practices that align with the pedagogue of old, and thus imply a narrower focus than perhaps the word educating. Has teaching come to mean teaching children, and being strongly accountable to delivering a curriculum? Does educator provide a sense of a fuller responsibility for the broader life world of children?

A current challenge for the education profession lies in the need to be balancing ‘direct instruction’ with ‘inquiry based experiences’. This balance strives to be enabling. It aims to empower student teachers to go forward, with knowledge and
skills that support them to become effective as teachers and as lifelong learners. Today, contemporary teachers are not expected to ‘know it all’. Teachers are not expected to know everything, but what is expected of teachers is that they need to see themselves as lifelong learners. The phrase ‘teacher educator’ perhaps keeps the values of old, and combines the new expectations of today’s classroom practitioner.

**Provocation 1B**

Is there a word we could use that flexibly blends the broadness and subtleness of teacher and educator?

What word or phrases could we use that best reflects the teaching of content and yet also supports the development of the 21st century meta-cognitive learner?

Think now of yourself as a **Teacher Educator**.

Consider how could you distinguish between a teacher, an educator and a teacher educator?

This quest to define the words ‘teacher’ and ‘educator’ may seem pedantic and they maybe difficult words to define, or indeed distinguish from each other. However they are worthy of our efforts to make better sense of them, because, words are always changing and morphing. We adapt to their meanings, and their meanings can influence what we do and say in our everyday lives. It is important to spend some time unpacking these words, as having a better understanding of these words might help to make clear how we distinguish our profession, and reveal how we perceive our professional identity. How we perceive our professional identity is important as it impacts on, and informs our professional and pedagogical behaviours and choices.

Our personal and professional identities, are not static, but dynamic and always changing (Redman, 2014). Our professional identity ascends from our values and beliefs, and from our discipline and pedagogical knowledge, and from our past and present everyday interactions within our institutional settings. These all have the potential to impact on our professional practices.

Our professional identity should be constantly empowered and sustained, and this is enabled by our engagement in professional learning experiences. Consequently, the learners and the profession itself should benefit from the epistemological understandings educators have, and are continuing to develop about their profession.

Chapter three provides an insight into the ‘9 Steps of Reflection’ (McLeod 2012) and explains how researching one’s own reflections and actions is an effective strategy to improve one’s professional practice. Researching one’s own reflections and actions is often called action research. In pedagogical action research, the researcher (be they teacher, teacher educator, or educator) conducts research on their teaching and evaluation methods. The aim of action research is to gather evidence in
order to help the researcher (teacher, teacher educator, educator) ascertain whether student learning has improved. Another strategy that could be used to encourage reflection, is coteaching. Coteaching is a methodology that teacher educators can use to simultaneously enhance their own reflective practice as well as the reflective practice of experienced and student teachers. Coteaching has been described as teachers sharing the responsibility for all aspects of practice, such as planning, teaching, assessing and evaluating (Martin, 2009).

Chapter four considers subject knowledge and is written by Professor Debra McGregor (Oxford Brookes University, England) and triggered by an initial framework derived in conversation with Alison Brade (Liverpool Hope University, England).

There is no direct correlation between a teacher’s deeper knowledge of the subject and higher student achievement. Nor can one assume that a high level of knowledge about a given topic will automatically bring with it expert teaching of the subject. However there is evidence that a teacher cannot be ignorant of what is to be taught. In the Appleton and Kindt (2002) study, they showed that teachers with stronger subject matter knowledge used more effective or innovative teaching strategies. Thus it could also be argued that teacher educators with stronger subject matter knowledge (both in terms of their discipline and in terms of pedagogy) are more likely to be effective and innovative. However, though there is agreement that to be an effective teacher one needs an understanding of subject specific content knowledge, views about what constitutes understanding of content knowledge are still debated.

Most agree that learning subject matter cannot be a matter of simply ‘telling’ or ‘explaining’ it to a beginning teacher. Most agree that subject matter content knowledge, curriculum construction and organisation and pedagogical content knowledge have an influence on what and how something is taught. As teacher educators we have a responsibility to help teachers to review what they know about a subject area in order to highlight what they need to address and to deal with what they do not know.

Chapter five is entitled Developing Professional Integrity. It is written by John Sharrock (Liverpool Hope University, England), Dr Ellen Mandinach (WestEd, USA), and Associate Professor Andy Begg (Auckland University of Technology, New Zealand). In this chapter the authors draw attention to the fact that teacher education, and teaching, makes intellectual, physical and social demands. The demands challenge student teachers and teacher educators alike. The authors go on to suggest that these intellectual challenges coalesce to create the expectations of work and expectations with regard to professional conduct.

Teacher educators are expected to be life long learners. They are expected, to understand the role as a rewarding challenge and ensure they act as role models for their student teachers. For it is in this modelling by the teacher educator, and the understandings that the teacher educator has, that a student teacher is likely to see what it means to be effective as a teacher. Teacher educators point to what
is important in what they say and what they do and show what is accepted and valued practice. Teacher educators also help identify and shape professional conduct standards required by and for the student teacher when in a school environment.

Teacher educator practices involve strategic and targeted moves, as they flexibly shift between a range of pedagogical approaches. As a teacher educator, you will need to make many decisions, on the spot, decisions that are personalised to adult learners’ (the student teachers’) needs. As a teacher educator you will need to know when to intervene, when to respond, and when to challenge these adults who have sought to become effective teachers. How you do this will depend on your disposition and understandings with regard to working with adult learners. It will also depend on your view of teacher education in terms of a transfer, translate or transform model of apprenticeship.

Chapter six presents a discussion on research informed teaching and ethical practice. It is written by Associate Professor Andy Begg (Auckland University of Technology, New Zealand), Professor Susan Rodrigues (Liverpool Hope University, England) and Dr Varughese K Varughese (RMIT, Australia). In most instances, teacher educators are not only expected to work with student teachers, they are also expected to engage in and with research informed teaching. This is because teacher educators need high-level skills to maintain a dynamic rhythm when working with their student teachers. Drawing on an ever-growing body of research informed knowledge, teacher educators need to share their understanding of contemporary approaches to teaching, learning, assessment and administration in schools and classrooms.

In addition, chapter six considers diligence and ethics with respect to personal actions in teaching, research and administration and in response to the actions of others. The chapter considers the issue of acknowledging the contributions of collaborators without losing sight of intellectual property rights. While chapter seven, that follows, has at its focus the notion of working with others, and discusses the benefits and challenges faced when engaging in collaborative or cooperative partnership endeavours, chapter six, considers the more mundane, though nonetheless important aspects: The need to consider equity and ethical practice.

Chapter six also looks at how, as teacher educators, we are expected to assist student teachers to reflect on the values they hold and to develop informed practice. In tandem with this, as teacher educators we are also expected to respect student values and beliefs without necessarily personally accepting those values and beliefs. In the everyday practices of teachers, which aspects are valued or reified may remain tacit or not explicitly discussed by those present. For the most part, some of the core professional, moral and ethical values most likely go unquestioned and are probably quietly shared by teachers and teacher educators alike.

Clandinin and Connolly (1996) discussed sacred stories (which are usually anonymous and communally recognised), cover stories (these are created new stories to legitimise actual experience despite, and perhaps in contrast to the sacred stories) and secret stories (the experience in classrooms beyond the eyes of others).
C. REDMAN & S. RODRIGUES

Clandinin and Connolly (1996) showed how these stories for different individuals nestle against or rub up against the stories of colleagues, institutions and society. Thus in terms of values, dispositions and beliefs, some will be sacred, some will be cover and some will be secret, and they will all influence what is ‘said and done’ in school and university settings.

Chapter seven is entitled working with others and is written by Dr Nancy Varughese (RMIT, Australia), Dr Valeria Cabello (Universidad Central de Chile and Universidad de Chile, Chile), Mr Neil Taylor (Dundee University, Scotland), and Dr Rayenne Dekhinet (Bahrain Teachers College, University of Bahrain, Kingdom of Bahrain). In the contemporary teacher education environment teacher educators seek to draw on the knowledge and skills found within the local environment as well as the knowledge and skills found in the global vicinity. The blending of knowledge and skills found in these domains, local and the global, have become known the ‘Glocal’. A key role for a teacher educator is to demonstrate a range of partnership working. Chapter seven identifies the benefits to you, as a teacher educator, (and to your students) as a result of you working effectively in partnership with others.

Being a ‘life long learner’ and maintaining familiarity with the growing body of professional knowledge is now par for the course. As such teacher educators and teachers have to be proactive, in taking responsibility for the development and enhancement of personal professional skills and knowledge. Chapter seven identifies various ways in which professional growth can be supported through collaborative and cooperative, local, national and international networks. These networking opportunities may involve special interest groups (who meet within their schools or across schools) or they meet in the ether taking advantage of on-line opportunities using Hashtags (#) on Twitter or local site based meetings for groups (sometimes called Teachmeets).

De La Harpe (2010) suggests that interdisciplinary team working is recognised as an essential attribute in today’s workplaces in the knowledge economy. But chapter seven recognises the fact that some teacher educators find collaborating with colleagues, from other professions (for example educational psychologists, educational technologists, social workers, etc) rather challenging. The chapter describes strategies to consider while highlighting some of the strengths and some of the pitfalls that might be encountered during interdisciplinary team working.

Working with professions from other areas is not the only partnership a teacher educator should seek to develop. Supporting student teacher development on school placement warrants strong school–teacher educator partnerships. Furthermore, if the relationship between the teacher educator and a school is based on a genuine understanding of the school’s context it is more than likely that the school may also agree to engage with research activity, and being a teacher educator includes developing a scholarly profile. In addition, research evidence suggests that working together has a positive impact on teaching and on student learning (Goddard, Goddard, and Tshannen-Moran, 2007).
FROM PHILOSOPHY AND RESEARCH TO PEDAGOGY AND PRACTICE

Professor Heather Fehring (RMIT, Australia) and Professor Dan Davies (Bath Spa University, England) wrote chapter eight. It discusses Quality Assurance. The chapter looks at how, as teacher educators in Higher Education Institutions (HEIs) we ensure that our newly qualified teachers have access to high-quality professional practices and experiences.

Quality assurance refers to the processes by which we know that our ‘products’ in this case newly qualified teachers are emerging with the attributes they need to flourish in the knowledge economy.

As teacher educators we often observe teachers (novice and experienced) in the classroom, but we are less used to being the ones being observed. The chapter suggests that peer observation and a review process, with identified criteria for excellence and guidance for improvement, can provide valuable opportunities for professional development and contribute to raising the overall quality of the programme and of us as teacher educators.

The use of ‘benchmarking’ where our output data is held up to scrutiny in comparison to/with other teacher education provision provides an over view of our place within the overall scheme, and our standards within the teacher education field.

The final chapter is written by Professor Heather Fehring (RMIT, Australia) and Professor Susan Rodrigues (Liverpool Hope University, England). In this final chapter the authors draw together fundamental principles from each chapter, with a view to identifying apprenticeship models of teacher educator development. All the chapters in this book identify a need for ongoing dialogue. Rodrigues and Fehring suggest that the intuitive and analytical processes involved in transiting from a previous professional post to that of a teacher educator involves a view of sharing practice in terms of a transfer, translate or transform disposition and through a continuum of three thresholds: pre-critical, internalised and hypothetical.

1.3 CONCLUSION

On the whole, teacher educators tend to be successful practitioners in a given community of practice (school, local authority, government agency). Those who seek to become teacher educators tend to have a strong sense of professional and personal commitment to their roles. On joining the teacher education community they are expected to share with student teachers and others involved in continuing professional development the habits of head, hand and heart inherent in their profession. This is not as simple as it might seem.

Aware of the need to maintain their effectiveness, and to be implementing what is currently deemed best practice, most teacher educators read, reflect and review. The teacher educators’ growth in understanding emerges from multiple sources. These can include the diverse and broadly focused conversations and reflections teachers have had about, and on, their daily practices. The professional learning conversations that occur in teams and professional reading and active engagement in the professional research literature ensure that knowledge is contemporary, and
evidence based. Thus providing more opportunities for professional growth. These multiple sources of professional growth ensure that teacher educators are life long learners.

As a teacher educator you will be expected to have an insight into the distinctive habits and characteristics of teacher education. For example, how is the personality of teacher education and hence the required professional development different to the professional development of medics or lawyers? How does a teacher education programme differ from a programme where students are intending to become doctors, nurses, social workers or lawyers? Are there any similarities? What influences the development of these similarities and differences? The chapters that follow have been written to help you identify the distinctive habits and characteristics associated with being a teacher educator.

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2. UNDERSTANDING PEDAGOGY

2.1 INTRODUCTION

Teachers teach in the way they do, not just because of the skills they have or have not learned. The ways they teach are grounded in their backgrounds, their biographies, in the kinds of teachers they have become. (Hargreaves, 1998, p. vii)

It is our role as teacher educators to nurture the kind of outstanding practitioners they become.

The Roman Quintilian, (Circa AD 35-100) holds the accolade of being the first state funded teacher in western civilization and promoted virtue through specific curricular aims and methods. He held high standards for teachers and stressed the importance of careful education particularly in the initial stages.

Just as the ideas of Plato and Aristotle, the threads of Quintilian’s thoughts pervaded the philosophies of later key thinkers such as Comenius, Rousseau, Pestalozzi and Froebel. They in turn informed the pioneering work of the Mcmillan sisters, Montessori and Isaacs. Their emphasis on the potential of play, the role of the adult and the importance of the learning environment established a set of common bedrock principles of early childhood education that were later redefined by Bruce (2005) and placed into the current pedagogical context by Giardiello, (2014). Robins and Callan (2008) propose that the bedrock principles can be adapted and applied to inform leadership pedagogy.

The role of teacher educators in any sector is not only to educate future teachers about ‘bedrock principles’ but also to help develop future teachers to have an informed professional identity and broad range of experience upon which to build a teaching career. This chapter considers the pedagogy of teaching student teachers intending to work with learners aged three to eighteen.

In this chapter, we consider how bedrock principles often seen in Early Years teaching could be applied to the pedagogy of teaching future practitioners and as such apply to preparing students to teach in the primary (elementary) and secondary school sectors. To do this, three of the principles are considered in relation to the construction of a professional identity and the role of the professional in the classroom. The chapter then goes on to introduce theoretically informed contemporary pedagogical approaches that might be of use to those involved in preparing teachers to support learners aged three to eighteen years old.
The approaches have use, and broader implications, for learners of any age. The chapter describes the use of Collaborative Interactive Discussions (CID), and the use of Personal Meaning Making Maps (PMMM). These are pedagogical approaches that could help student and newly qualified teachers to make thoughtful, professional judgements about innovations in practice and the nature of their role, whether it be in the primary, secondary or tertiary sectors.

2.2 BEDROCK PRINCIPLES INFORMING PROFESSIONAL IDENTITY

The first principle that will be considered is “children are whole people who have feelings, ideas, a sense of embodied self and relationships with others, and who need to be physically, mentally, morally and spiritually healthy” (Bruce, 2005, p.12). It is not difficult to see how this can easily be applied to the development of teachers and their identity.

Promoting ‘a sense of embodied self and relationships with others’, highlights the necessity to encourage student teachers to form effective professional relationships with their peers and school colleagues to share experiences and support the shared development of professional identity as a teacher. This idea is reinforced by the work of Mead (1934) and Erikson (1969). Erikson suggests that identity is a chronological and changing concept, dependent on the social contexts and maturation stage of the person. This is significant when considering educating teachers as their experiences in a range of social contexts, including those experienced in schools, strongly influence their understanding of self.

Mead furthers this in suggesting that in communicating in social settings, we learn to assume the role of others and monitor our actions accordingly. This is to say that as teacher educators, providing a role model for student teachers that is underpinned by the bedrock principles is a crucial building block in practitioner identity development. It is not however, this straightforward, our understanding of self is a structured representation of our theories, attitudes and beliefs about ourselves (McCormick and Presslet, 1997), and not just assuming the roles of others. The attitudes and beliefs about ourselves are considered later in the chapter and in other chapters in the book, in particular in the chapter examining the role of reflection in the construction of identity.

The second bedrock principle to be considered is, “children learn best when they are given appropriate responsibility, are allowed to experiment, make errors, decisions and choices and are respected as autonomous learners” (Bruce, 2005, p.12). Again, for teacher educators with a disposition toward a ‘transform’ apprenticeship model, to replace the word ‘children’ with ‘student teacher’ would be the only necessary change to ensure that this could be a bedrock principle of educating practitioners.

Teachers in Early Years have been given the scope to allow children to play, explore and experiment. Through this, they enable children to become autonomous, independent learners who can speculate, question and imagine. In doing this without imposed haste, teachers let children work at their own pace.
Modelling this pedagogy in teacher education is not easy as there are inevitably countless pressures and responsibilities. But it is possible to achieve by providing opportunities for microteaching, paired teaching and models of outstanding practice.

Alongside this, the notion of allowing students to “make decisions and choices… as autonomous learners” links to the development of a philosophy of teaching. At Liverpool Hope University teacher educators actively encourage student teachers to engage with current and historical debates in education and locate themselves in the arguments before considering the implications for their own practice. In doing this, the student teachers develop a more informed sense of their values and beliefs about education, and subsequently their professional identity. A later chapter on professional integrity considers these aspects in more detail.

Provocation 2A is intended to encourage you to reflect on the concept and the development of a professional identity.

<table>
<thead>
<tr>
<th>Provocation 2A</th>
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<tr>
<td>Consider the following questions about your own professional identity as a teacher educator:</td>
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<tr>
<td>What were your own early experiences of education?</td>
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<td>What motivated you to become a teacher educator?</td>
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<tr>
<td>How would you describe yourself as a teacher educator?</td>
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<tr>
<td>What are your core values and beliefs about teaching and learning (your philosophy of education)?</td>
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<tr>
<td>What factors have been significant in the development of your philosophy of education?</td>
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<td>How does your philosophy of education align with current views of teaching?</td>
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The final bedrock principle is, ‘relationships with other people (both adults and children) are of central importance in a child’s life, influencing emotional and social well-being’ (Bruce, 2005). A later chapter is devoted to the topic of working with others, and it explores the dynamic of working with others (within local, national and international environments) in more detail. This is because as the role of a teacher is ever expanding and being re-evaluated, the relationships teachers form both within their classrooms and outside are becoming ever more significant.

Teacher educators, like teachers are required to not only assume the role of a teacher, but also may be expected to work with a range of agencies, provide social support and actively engage with families, all outside of the classroom and beyond the limited role description as a teacher. Such an amalgam of roles and responsibilities indicate that teacher educators need to help student teachers to be prepared to be
‘hybrid professionals’. That is to say that the relationships a teacher develops with the children and families as well as other educational and professional agencies are vitally important. Having said this, these relationships can lead to conflict within the professional’s identity as what they desire to do as teachers and what they are expected to do within the wider role may not align (Beijaard, Meijer and Verloop, 2004). This was alluded to in chapter one, where the notion of sacred stories, secret stories and cover stories (Clandinin and Connelly, 1996) were discussed. This is why high quality education and modelling is necessary to ensure students are prepared for this hybrid role and are conscious of their position within these various stories.

Each of the three bedrock principles presented in this chapter were discussed from an Early Years perspective but they can be applied to all sectors of teacher education. As teacher educators, it is just as important to develop the professional identity and experiences of our student teachers as it is for them to gain knowledge about teaching.

2.3 UNDERSTANDING EARLY YEARS PEDAGOGY

This section of the chapter presents the place of pedagogy, with Early Years education serving as an illustrative study. This section of the chapter also considers the influences on pedagogical principles in early years settings in order to inform pedagogical strategies that could be used by teacher educators preparing practitioners for all sectors.

When reflecting on existing principles and patterns of early childhood education, it is evident that relatively little has changed in the values and beliefs of what constitutes good practice since the contribution of enlightened thinkers such as Rousseau and Pestalozzi, educators such as Froebel and four remarkable women pioneers, the McMillan sisters, Montessori and Isaacs (Giardiello, 2014). Similarly, relatively little has altered in the perception of values and beliefs with regard to what constitutes good practice in primary and secondary education.

In 1762 Rousseau, greatly influenced by Plato’s Republic (360 BC) which was devoted to explaining what kind of education is required for a just society, published his own profound ideas on education as a liberating force based on a fictitious child’s experiences entitled Emile: or on Education. It is useful to restate Rousseau’s view that children are individual learners who learn at their own pace.

What is to be thought, therefore, of that cruel education which sacrifices the present to an uncertain future, that burdens a child with all sorts of restrictions and begins by making him miserable, in order to prepare him for some far off happiness which he may never enjoy? (Rousseau, 1762/1979, p. 50)

Pestalozzi was greatly influenced by Rousseau’s ideas and set about putting these principles in to practice and made one of the most remarkable contributions to education through the pedagogic means of fostering reflective learning in children. Pestalozzi observed that each child learnt in his or her own way drawing on direct
experience, through reflection fostered by the teacher; through discussion and reconstruction and problems based on children’s developing interests (Giardiello, 2014). A teacher educator works with adults rather than children but that does not limit the currency of Pestalozzi’s ideas. For as a teacher educator it is worth considering pedagogy that allows student teachers to draw on direct experience supported through reflection fostered by the teacher educator.

These child (learner)-centred notions of creating self-identity through play and the ‘self -activity’ of the child were further developed by Froebel through his widespread Kindergarten movement and the principles and practices of the McMillan sisters, Montessori and Isaacs. These ideas, principles and practices arrived just at the historical moment when progressive ideas with regard to young children were becoming more widely accepted (Giardiello, 2014).

The key women pioneers “reforming’ philosophical approach and ideas link directly with the model of a child as an active learner” (MacNaughton, 2003, p.160). The underlying commonalities between each of the women pioneers which form the bedrock principles of effective early childhood education are: learning through play, observing the child, planning from and for children’s interests and partnership with parents and other professionals. We suggest that these bedrock principles are transferable and apply equally well when it comes to teacher education.

In England, the DFE Statutory Framework states “in planning and guiding children’s activities practitioners must reflect on the different ways that children learn and reflect these in their practice.” (DFE, 2012, p.1.10). Likewise, in planning and guiding student teachers, the teacher educator needs to reflect on the different ways in which student teachers develop as teachers and reflect these in their practice.

The three characteristics of effective learning describe the different ways in which young children explore and make sense of the world around them. They are:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Initial teacher education and subsequent continual professional development should help teachers develop teaching methods and skills that take pedagogical understandings of how children learn into account. However there is often a limited amount of time and space in the Teacher Education programme for meaningful discussion about the process of learning and the pedagogic role of the adult in creating conditions that facilitate and enhance learning. This can leave student and newly qualified teachers ill-equipped to make thoughtful, professional judgements about innovations in practice and the nature of their role.

It risks teachers, regardless of whether they are being prepared to work in the primary (elementary) or secondary sector adopting a purely technical approach. In
essence, putting into practice a formulation based on particular activities or daily routines: an approach which inhibits professional development and the application of nuanced decision-making that is sensitive to the needs of individuals and the context in which they learn (Stephen, Ellis and Martlew, 2010).

Understanding pedagogical principles involves not only reviewing practices but also thinking differently about the process of learning and the role of the learner and teacher. As teacher educators we need to develop and use strategies that encourage student teachers to review practice and to reflect on the role of the learner and teacher during the active process of learning.

In the Tickell Review active learning is described as arising from the “intrinsic motivation to achieve mastery – to experience competence, understanding and autonomy” (Tickell, 2011, p.90). The dilemma over how to plan for active learning merits a re-examination.

**Provocation 2B**

What is the impact of set rules, routines and rituals on active learning in your setting?

Whose choices are privileged in your setting?

Can all access the curriculum through free choice and through creating and thinking critically?

Further examination with regard to planning for active learning can be found in Giardiello (2014) who provides insight into the key ideas of the McMillan sisters, Montessori and Isaacs.

2.4 BECOMING A PEDAGOGICALLY REFLECTIVE EARLY YEARS TEACHER

In this section of the chapter we focus on pedagogy and reflective practice. While we continue to use the context of Early Years, many of the salient points apply within the wider primary (elementary) and the secondary school sector. More information on reflection can be found in Chapter three which has at its focus the idea of reflective practice.

At the heart of participatory learning young children are respected as individuals, and learning is supported through constructive thought and communication rather than on the transmission of knowledge and skills (McLeod, 2012). Participatory learning has a place in teacher education if as teacher educators we hold a model of teacher professional development as best supported through constructive engagement rather than the simple relocation of knowledge and skills from the teacher educator to the student teacher.
However, just as participatory learning can be a challenging process for student teachers because the value attributed to a child’s participation is subject to adult self-awareness and issues of power imbalance that adults have over the child, so it can be a challenging process for teacher educators for the same reasons. These power relationships must be unpicked if participatory teaching is to be effective (McLeod, 2013; Feldman and Weiss, 2010). This is hugely important with teacher educators and student teachers developing their own pedagogical approach to teaching. Unless they are able to identify embedded and unconscious influences (experiences, values, beliefs) on their epistemological and pedagogical approach, then participatory teaching and learning will remain ornamental and tokenistic rather than a genuine and meaningful core at the heart of young children’s learning experiences.

In the next chapter, the authors look at how a process of critical reflection, in particular 9R’s of Reflection (McLeod, 2013) could be used as a pedagogical approach. They show how it could be applied to support student teachers in becoming reflective and beginning their journey of valuing learning from the child’s perspective.

2.4.1 Why is Critical Reflection Necessary for Supporting a Participatory Approach to Learning as Part of Teacher Education Programmes?

Consideration of what reflection is and why it is essential will be explored in chapter three in more detail. Chapter three will also provide more insight into the nature of reflective pedagogic strategies. However, in this chapter (chapter two), we subscribe to the view that critical reflection in its basic form is a process that involves a meta-cognitive course of action requiring awareness and self-examination of what is thought and done, which then results in a conscious change. A critical approach is required to examine those influences that determine our ability to welcome difference and new knowledge (Moon, 2008; Derrida, 1999) so that we can be ‘open’ or ‘ready’ to change.

Attitudes to a participatory pedagogical teaching approach are grounded in underlying values, views, assumptions, and understandings (McLeod, 2008) so identifying an awareness of personal influences is difficult but essential in the pedagogical approach taken to support student teachers as they begin their journey of valuing different perspectives other than their own. McLeod (2013) suggests that critical reflection begins with a ‘readiness or a willingness to be ‘open’ and recognise the cognitive and emotion influences on what we think teaching involves. This is not an easy process for as Leitch (2006) identifies, emotions are often hidden or below the threshold of consciousness.

Challenging unquestioned assumptions and lived experiences so that new alternatives can be tried out, may well produce anxiety, fear, resentment and feelings of being threatened or intimidated – indeed a barrier to critical reflection. A safe, trusting pedagogical environment is crucial here, in order for student teachers to feel they are able to share, ask questions and be open about uncertainties.
Time needs to be made available initially for student teachers to get to know each other and feel comfortable together so that new learning insights can be developed and nurtured together. As will be discussed later, the use of creative activities also supports students in recognising and questioning their own emotions – often these at the time are unconscious.

2.5 GENERIC PEDAGOGICAL APPROACHES

When we engage in interactions with people, objects or events we use meaning making strategies, often tacitly. Not surprisingly then, language is at the heart of these sense-making experiences (Harré, 1997; Rodrigues and Thompson, 2001; Vygotsky, 1987; Wittgenstein, 1953; Redman & Fawns, 2010) as well as discursive practices (Redman, 2013). The phrase, discursive practices, is defined as encompassing the things that we both ‘do and say’.

In our everyday engagement with the world we constantly interpret and make assumptions about the intent behind the words we hear, drawing on past experiences to inform us. We also factor in the significance of the location of the event. As a result of our understanding of the social, cultural and historical factors, which combine to create a specific context, we consciously, and unconsciously, modify what we ‘say and do’.

An everyday example might be how we order coffee differently in our familiar haunts, to an unfamiliar one. We are alert and aware that the practices in one coffee shop might not always transfer to those in another (Redman, 2013). Discursive practices may be modified, sometimes, second by second, as we align our behaviours.

Discursive practices are an important concept in education. We interpret a space, and the expectations, by what others are both saying and doing. Sometimes saying informs doing, and sometimes the roles reverse, evident when we demonstrate and/or role model a concept, and so we combine and use both the ‘do and say’ (Edwards, 1997).

The focus on language is underpinned by a philosophical stance that recognises the significance of the role and place of language in developing understandings. However, language is not always enough. If student teachers are going to be able to look at and identify underpinning beliefs and influences, creative methods and interaction are needed. This background has informed the reasoning behind the pedagogical approaches described in this chapter. We hope that they may help contribute to the refining of educational philosophy, and more informed pedagogical choices (Hayes, 2006).

2.6 PEDAGOGIES SUPPORTING MEANING-MAKING AND META-COGNITIVE LEARNING.

Pedagogical approaches for schools need to be informed by an overarching educational philosophy, which is clearly underpinned by educational research.
Pedagogical approaches should accommodate the need to speak and be genuinely heard. The approaches presented here ensure frequent opportunities for ‘voice’ exist, and better enable a serious capacity for ‘choice’, for without the capacity for choices, these processes remain tokenistic.

Pedagogically, this should support an increased sense of ownership, opportunities to create and make things, to be passionate about these events, and involve heads, hearts and hands (Fensham, 1981). Engaging head, heart and hands is difficult to accomplish, unless individual interests and personal concerns are identified, and tracked consistently.

The pedagogical approach offered here seeks to blend social constructionist approaches to teaching that support questioning, curiosity and collaborations with direct instruction opportunities, that provide the necessary knowledge and understandings that can empower participants to go further. Language is the key to the empowering process (Bourdieu, 1994).

This section of this chapter dwells on the importance of developing creative approaches including an identifiable and shared language for learning. This approach aims to contribute to learners’ positive identity formation, and to empower their agency as learners. To capture the essence of teachers’ personal learning, McLeod (2012) proposes creative methods which include making collages, the use of creative hermeneutic cards (Bijkerk and Loonen, 2009), and creating poetic haiku as a means of enabling the teachers to openly share their collective understanding and experiences.

Indeed, language needs to be explored and examined for its pedagogical implications for teaching and learning practices, as well as identity formation. Understanding how words are being utilised for the construction, and reconstruction of meaning, is critical. Everyday we make assumptions about what people mean when they are in dialogue with us. This is a necessary response. We need to be able to make assumptions about other people’s intentions. Unless we want to be left second-guessing everything that is said or done. Returning to our earlier coffee shop exemplar to make the point, we use cues from past coffee shop experiences, to inform our behaviours in the unfamiliar coffee shop, monitoring the language and behaviours of others.

At the heart of this philosophical approach is a view that meaning is co-constructed in conversation with others, and through discursive practices. How do we know that what we have said is understood how we intended by the listener?

The tools discussed in this chapter will hopefully help explicate this concept. These ‘conversational’ style tools can be trialled by you, for deeper reflection and refraction of your existing ideas. ‘Refraction’ refers to deliberately viewing things in a multiplicity of ways, seeking connections, raising questions and challenging existing understandings, and beliefs or values. The next definition introduced is as an alternative to the word student. The word learner has been purposefully chosen for all that it conjures up.
**Provocation 2C**

How does using the word learner change/impact on your view of your self, and your discursive pedagogical practices? Think about your ‘student teachers’ as ‘learners’.

How does this change and impact on your expectations of their discursive practices, their behaviours, conversations and responsibilities?

Now, think how the discursive practices might change if you are in a learning environment, rather than a classroom?

The word *student* has synergies with the image of a studious person. The word *learner* perhaps implies an active and curious person. The word *classroom* creates images associated with room as spaces. The term *learning environment* implies that learning could be room based, or an outside or informal space unbounded by land, sea and sky, or a virtual on-line space. Think on how examining the differences between these words can influence your pedagogical practices.

Language is influential. It informs and impacts on our thinking and behaviours and can influence our attitudes. Imagine preparing to walk into a *learning environment* populated by *learners*. What elements might change? This language has been selected to show how this strategy of defining language can refine, and challenge, our thinking. It can be used to challenge and support a review of student teachers’ tacit assumptions and understandings, and in this case, enable a rethinking of pedagogical approaches.

Children, and teachers, may not think of themselves as *learners*, and may need much scaffolding to do so. When asked what it would be like to be a learner, what would it look like, sound like, and feel like, often both children and adults respond straightaway that they would *ask more questions*. This is often stated as a change in behaviour, and identified as a more proactive response, indicating a greater sense of empowerment.

### 2.6.1 Examining How Language Impacts on Learning Outcomes

Do we have a tradition of cultivating active learners, who are encouraged to question and are provided with many opportunities for ‘voice and choice’? Voice and choice is necessary for personalising learning experiences by embedding opportunities for questions, and more genuine interest and engagement. Are teachers positioned as ‘active learners’, that is do they also have the required skill set and effective habits of mind (Dewey, 1936/1986)?
Provocation 2D

How do you distinguish between personalised and differentiated learning?

Now, think what it means to individualise learning.

What is the likely impact on student teachers’ personal identity formation of personalised learning approaches?

This contemporary area is developing steadily, so the definitions (for personalised, individualised and differentiated learning) will vary. But the intent is clear: Learners have more ‘voice and choice’ and responsibility for their learning.

Learners require support to develop the skills needed to ask questions and seek new knowledge. For teacher educators, it is not simply a case of asking questions but a need to model thinking. When a question is posed children tend to be thinking about the desired answer required by the teacher (Myhill, 2006). Similarly, often, when student teachers are asked a question they too tend to second guess an answer that they believe the teacher educator wants to hear. Therefore the conditions for learning respectfully are crucial.

Teacher educators may sometimes assume that as the learners are adults, the learning challenge posed is easily addressed. Sometimes teacher educators forget what being a learner requires; how much energy it takes to be continually moving into the unknown, and connecting this in useful ways to their known.

Taking responsibility for being a learner is challenging, it means enacting meta-cognitive strategies. It can also be emotionally and socially taxing.

Attention to the language of learners, and the accompanying understandings, in this more personalised learning approach, may better inform plans for teaching. The following tools can be used for learners of all ages as they are easily modified for different age groups.

2.7 BACKGROUND TO COLLABORATIVE INTERACTIVE DISCUSSIONS (CID)

The collaborative, interactive discussion (CID) provides opportunities for reviewing, reflecting on and refracting student teachers’ existing understandings. It guarantees equal opportunity for voice, and time for thinking, while supporting both reflection and refraction of ideas. It helps to clarify and make visible the associated thinking, language and learning (Hattie, 2003). A CID, as a tool, provides the necessary stimulus for the deeper exploration of existing ideas.

CIDs value the associated ‘felnness’, or degree of affect, related to the ideas, and experiences of learners. This pedagogical approach supports the development of a community of student teachers. They no longer assume they ‘know what the other people think’, instead they really do know what they think, and feel (Shotter, 1996). Collaborative dialogical meaning making tools like CIDs can help to
facilitate a deeper probing of people’s stories, and the explicit and tacit narratives, understandings and the values embedded within them (Redman, 2010; Clandinin and Connelly, 1996).

2.7.1 Creating a CID

A CID has two key parts. The first part, a focus statement, provides connections to background concepts or introduces other related understandings. It acts as the provocation for a student teacher’s thinking.

The focus question challenges student teacher’s thinking. It helps them to draw on their knowledge, understandings, skills, experiences, and language. Individuals have time to reflect on their thinking, before they write and this may support quieter more reflective student teachers to have a voice. As student teachers respond to the question, and comments of others, they have an immediate audience for their thoughts.

2.7.2 Running a CID As a Learning Tool for a Group

Reading the focus statement aloud first helps focus those new to teaching. People write, pass their recorded ideas to a group member and become entrusted with the ideas of others. Sometimes they are surprised by comments, as some will be different, or equally, they are surprised by the similarity.

If the person is surprised, they can communicate this easily. In the left hand column they simply put in the Quick Comments column, a word or two or an iconic face.

2.7.3 Structure of a CID at a Glance. (See Figure 2.1)

Focus Statement - Yesterday we talked about xxx. The main points were xxx.
Focus Question - What was most interesting/surprising/useful for you?
Sometimes by asking ‘what was most interesting/surprising to you’, you may better engage student teachers to explore and examine a range of ideas, of interest to them, rather than have them trying to locate the ‘right answer’. This is an open-ended question, which supports the offering of thoughtful opinions.

2.7.4 Implementing a CID for Groups of 3-6

Read the Focus Statement and Question aloud.
Each learner needs a copy of the Focus Statement and Focus Question.
Provide a designated time to record a response. (One to two minutes)
Pass the completed sheet to the left.
Allow time to read comments, respond and pass again.
Continue until each learner in the group has written and read responses.
Note, as a CID progresses around the group, it takes longer to be read, and to write.

A CID is versatile, and can be used at numerous points during the student teacher’s journey. It could be used to explore concepts, procedures, pedagogy and attitudes. It could be used to help to revise or introduce past or new points, or questions, for discussions.

It can conclude a unit ensuring all student teachers’ thinking has been made visible, to both the student teacher and the teacher educator. A CID can be used to support discussion pertaining to pedagogical and/or subject content knowledge. Figure 2.1 (Sample Collaborative Interactive) uses a subject content knowledge context for illustrative purposes.

2.7.5 Discussion

CIDs can be constructed with different types of Focus Statements and/or Focus Questions. CIDs are limited only by the imagination of educators striving to meet learning needs.

Provocation 2E

Try this version of a CID, as a personal tool for you, to support your thinking and learning.

You can document your own thinking, but you can also undertake this as an activity with three or four peers.

Focus Statement - When talking to student teachers I will talk about them as a learner.

Focus question - ‘How might they see themselves differently if I refer to them as a learner, rather than a student teacher?’

Record your response.

2.8 PERSONAL MEANING-MAKING MAP (PMMM)

A Personal Meaning Making Map (PMMM) supports teacher educators to gather student teachers’ perspectives. It ensures understanding of individual’s perceptions of objects, events and the relationship of the self to these elements (Redman, 2010). PMMMs support social constructivist approaches, and indicate the points that might require direct instruction.

Falk and Dierking (2002) have shown that PMMMs are useful for gathering perceptions. The PMMM illuminates what is behind a student teachers’ meaning making processes. PMMMs empower student teachers by providing more genuine opportunity for ‘voice and choice’, and opportunity to elaborate on their points of view.
Focus Statement
GLOBAL temperatures are set to increase by up to five degrees centigrade by 2100, according to an Australian-led study. It suggests climate is more sensitive to greenhouse gas emissions than was previously thought. By 2200, the world could be more than 8°C warmer than it was in pre-industrial times if carbon dioxide emissions are not reduced, say the researchers. The study corrected what were claimed to be earlier errors in calculating the effect of clouds on global warming.

Focus Question
What do you think the international response to this article will be from different stakeholders?

Quick Comments
Agree! ☻
This study will be said to be yet another example of how climate scientists 'get it wrong' rather than that, as scientists they are always ensuring what they say is correct, or as accurate as it can be!

Sadly true! ☻
I agree- ‘See Scientists get it wrong again’ will be the headline, instead of ‘Wow – science is making headway understanding the complex world of Climate and the role of clouds’!

I want to read this article, wondering now - how are clouds ‘working’ and what does this mean to the future of climate on this planet?

Figure 2.1: Sample Collaborative Interactive

2.8.1 Stages of a PMMM

The stages below can be undertaken when conducting a PMMM in a school setting. They can be undertaken in pairs.

1. Each student teacher completes a PMMM, using words, drawings or simple phrases that capture their initial thinking (see figure 2.2).
2. The educator/peer seeks clarification by asking – when you wrote xxxx – what were you thinking? What does that mean to you? Do you have an example of that?
3. The educator/peer records the responses. This supports recall, and later, ensures accurate review of the learning, while adding further details. Hence more thinking and ideas are collaboratively explored.
4. Steps two and three above, are repeated for the peer.

This process makes clear the understandings and the meaning making process. This then enables more targeted, and informed support to be made available. Strengths of a PMMM lie in the fact that the student teacher generates the ideas, and they are not simply anticipating what the educator expects. The follow up questions respond to
the student teachers’ ideas, and seek only to clarify thinking. Again, these questions probe the existing narratives and values, and the storylines that are brought to an idea or discussion (Clandinin and Connelly, 1996).

**Provocation 2F**

Place the words student or classroom in the centre of the page and jot down your thinking about those terms. What key words fly onto the page?

Take some time to write a few sentences underneath the word, to indicate your underpinning premise and thinking.

Repeat the activity, this time use the words learner or classroom, and see how your responses differ.

How much of what you write informs different practices?

Can you identify any assumptions that inform your expectations, and subsequently, behaviours?

How does the use of these words impact on your perceptions and inform and shape behaviours?

Like CIDS, PMMMs offer voice and time for student teachers, while the teacher educators have a written record to take away and consider. Both the student teachers and teacher educators can also review these later on their learning journey to see how the student teachers have progressed.

2.9 CONCLUSION

The aim of this chapter was to consider the pedagogy needed by a teacher educator working with student teachers in either the primary (elementary) or secondary sector.
by first considering the philosophy underpinning learning, in terms of three bedrock principles that:

- Promote 'a sense of embodied self and relationships with others',
- Suggest that learners (children and student teachers) learn best when they are given appropriate responsibility and are respected as autonomous learners
- Involve relationships with other people.

Student teachers in all school sectors can proceed forward more confidently, if they know the quality and veracity of their knowledge. However, they need to have the skills and strategies, and the scaffolding to be able to examine and refract their prior knowledge.

Teacher educators need to be able to support student teachers to work with others to re-construct their understandings, and make relevant and broader connections. Alongside this, student teachers need to be supported in the process of constructing a professional identity as a teacher that is informed by their values and beliefs about education in order to prepare them for the amalgam of roles and responsibilities required of teachers today.

The chapter concluded by providing two examples of pedagogical approaches that lend themselves to supporting the values embedded within the three bedrock principles. The approaches use discursive strategies because language is the main way we can make sense of what others know and think. The tools described provided a form of instructional scaffolding that can support deeper learning opportunities (Bruner, 1996).

Language and, importantly, the associated thinking behind language, has been shown to be critical to the learning process. You will hopefully have considered how the use of language impacts on your perceptions of yourself as a learner, as well as your perceptions of the student teacher as a learner. Hopefully the chapter will also have helped show how assumptions behind your language shape your pedagogical behaviours.

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