

Learning teaching in actual practice: workplace learning in initial teacher education

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Today's program



Mentor teacher

Student teacher



Head in a
Dutch national
newspaper:

«At school
where the
teachers also
learn»

A brief history

Work, Place & Learning

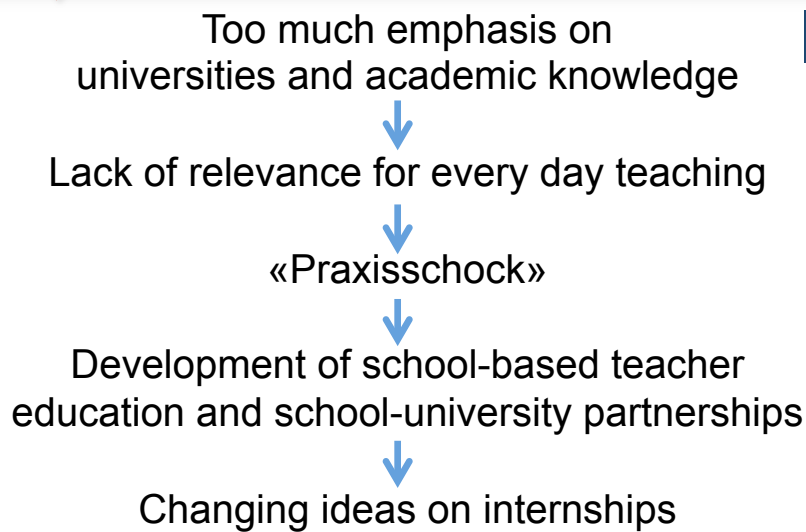
Pedagogy: guidance at
the workplace

Differences between
learning teaching at
university and at school

Co-teaching as a
workplace pedagogy

Critical conditions

The balance between university and school



Cochran-Smith, M., 2005;
Müller-Fohrbrodt, G., Cloetta, B., & Dann, H., 1978;
Korthagen, F., Loughran, J., & Russell, T. 20,06;
Menter, I., Hulme, M., Elliot, D., & Lewin, J., 2010.

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Changing ideas on internship

From:

a place where pedagogical skills and transmission of subject matter could be practised with a focus on immediate practical use

Gardner et al., 2005.

application-of-theory model

To:

an authentic learning environment for student teachers situated in the workplace

Mattson, M., Eilertsen, T., & Rorrison, D., 2011;
Timmermans, M., 2012.

constructivist and socio-cultural theories

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Internship as workplace learning

Workplace learning:

guided learning teaching at school.

Next to, not instead of learning to teach at university!

Maaranen, K., Kynäslähti, H., & Krokfors, L., 2008;
McNamara, O. Murray, J., & Jones, M. (Eds.), 2014.

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Workplace learning

Workplace learning:

*multi-layered and complex,
characterised by the intrinsic and
mutual relationship between working
and learning*

Malloch, M., Cairns, L., & Evans, K., & O'Connor, B. N. (Eds.), 2011.

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Work

- Activity in which individuals (alone and together) participate, aimed at completing tasks or outcomes, self-set or by others.
- Intentional and purposive engagement; application of effort and competences with an intrinsic value.

Malloch, M., Cairns, L., & Evans, K., & O'Connor, B. N. (Eds.), 2011.

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Teachers' work characteristics

Educating pupils: making informed decisions about *what, how, where to and for whom* they teach.

Complex and routinely, certain and uncertain, changeable and changing.



inevitable tensions and dilemmas

Biesta, G.J.J., 2013.

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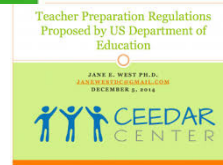
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Place



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Learning at work

Instead of:

informal, incidental and tacit.

Marsick, V. & Watkins, K., 1990.

Now conceptualised as:

a complex negotiation about knowledge-use, roles and processes,

while participating in situated work activities.

Billett, S., 2004.

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Learning

- Situated in a certain context;
- based on participation, discussion and sharing;
- outcomes stretched over the mind, body, activity and culturally organised settings of work.

Intentional and purposive participation in practice



changed individuals and changed practice

Edwards, A., 2005; Van Velzen, C., 2013.

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Student teachers' learning

Legitimate and peripheral

Lave, J., & Wenger, E., 1991

participation in actual practice:
being a teacher,
inside and outside the classroom.

Participation aimed at:
constant situated (re)negotiating of
meanings: circulation of
'knowledgeability'.

Edwards, A., 2005.

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Foundations of a pedagogy of work-based teacher education

Legitimate and peripheral participation:
a need for specific pedagogies.

Pedagogies based on:

- Affordances of the workplace (school).
- Agency of student teachers
- Intentional guidance at and near the workplace by mentor teachers.

Billett, S., 2001; Edwards, A., 2005; Lave, J., & Wenger, E., 1991

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Intentional guidance: mentoring

Effective mentoring characteristics:

- vigorous structure;
- collaboration;
- professional learning and development

Fox, A., Wilson, E., & Deane, R., 2010; Wong, H.K., Britton, T., & Ganser, T., 2005.

Two major objectives:

- development of knowledge related to teachers' acting, thinking and reasoning in actual practice:

theorising practice.

- extending student teachers' knowledge aimed at other practices:

personalising theory.

Tsui, A.B.M., Edwards, G., & Lopez Real, F.J., 2009.

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Learning at school and learning at university



At university



Grossman et al., 2009.

At school

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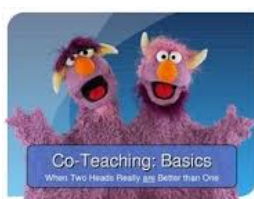
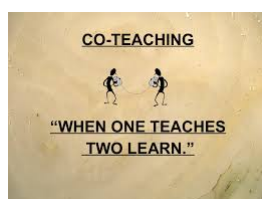
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Co-teaching A pedagogy in workplace learning



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Co-teaching: main characteristics

- Both teachers are responsible for all teaching parts: preparation; enactment; and, evaluation: *mutual involvement* .
- During enactment *Stepping in/out*:
 - giving each other space to teach
 - provide for guidance opportunities during student teachers' lesson enactment.
- Stepping in/out: based on (un) agreed *signs and signals*.

Roth W.M. & Tobin, K., 2002; Van Velzen, C., 2013.

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Co-teaching: a workplace learning pedagogy

Opportunities to

- model, guide, enhance and challenge student teachers interpretations and responses in practice;
- make tacit professional knowing more perceptible;
- realise peripheral participation;
- realise shared ownership based on shared responsibility for teaching and learning;
- connect pupil learning, student teachers' learning and teaching: a layered pedagogy.

Van Velzen, C., 2013.

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Co-teaching – how?

Four examples

- Content-Focused Coaching
Staub, West, and Bickel (2003).
Fachspezifisch-pädagogisches Coaching
Staub (2001).
- Working at the elbow of another
Roth and Tobin (2002).
- Co-planning and co-teaching in a
Community of Practice:
Pädagogische Hochschule FHNW
- Collaborative Mentoring Approach
Van Velzen (2013).

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Co-teaching: Collaborative Mentoring Approach



1. Student teacher at
work: lesson got stuck



2. Informing pupils



3. Mentor teacher provides
for support by scaffolding



4. Student teacher
continues teaching

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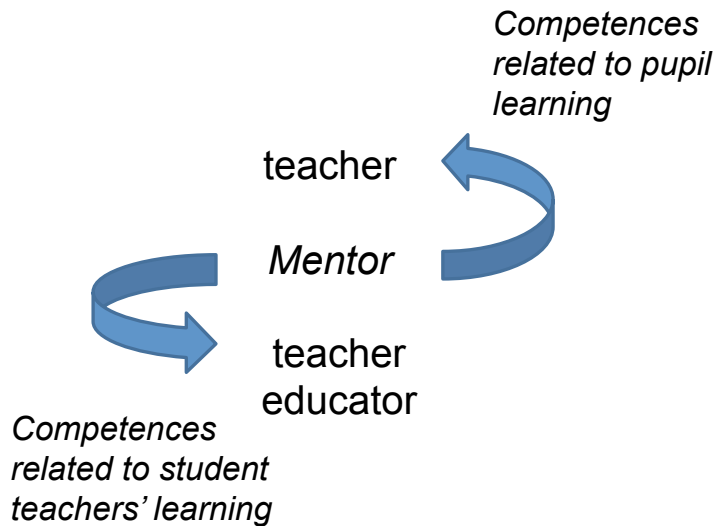


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Mentor roles in co-teaching

Two different roles and role reversal during mentoring



Van Velzen, C., 2013.

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Co-teaching, student teachers' learning opportunities

Learning by:

- Collaboration and sharing;
- Learning;
- Deliberate experiencing and practicing;
- Observation;
- Imitation;
- Discussion;
- Reflection;
- Evaluation.

Van Velzen, C., 2013.

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Conditions to meet

- Schools and mentors taking responsibility for educating student teachers.
- Professional learning culture at school.
- Professional development of mentors as teacher educators next to university-based colleagues (f.i. in hybrid spaces).
- Facilities as space, time and means.
- Valuing the contribution of mentor teachers' knowledge in teacher education.

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Internship or workplace learning: more than just another term?

Internship or workplace learning:
more than just another term?

For me: YES
but –
what do you think?

Thank you for your attention!

Presentation and references:
→ www.praxis2015.ch

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