SHAPING A CRITICAL DIALOGUE AROUND (THE ONGOING ‘FORMATION’ OF ITE STUDENTS AND ECT

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SOME STARTERS

Today’s meta – narrative

Will today’s narrative ...

What are we aiming for ...

What is the dialogue we want to have ....

The centrality of educational learners
1. **What is our meta-narrative for this conference (time)? The subtext? The between us that calls us that we resist (as too hard)?**

- What’s driving us?
- What are we responding to?
- Or what are we seeking to grow or build?
  - Or is our focus on a deficit, or practices supporting a deficit?
  - Particular upskilling within teacher education
  - Alternatively, perhaps we sense an opportunity, that builds on the strengths we have already demonstrated, now have an aspirational statement for this area.
WILL ‘TODAY’S NARRATIVE’ SPEAK BACK TO THE SPEED OF RE-FORM?

“Change fatigue”

- Scale and pace of change

- Survival or sustainability

- Has the scope and pace of change been advantageous to the wider educational community (other stakeholders?)
  - And the adequacy of informed conversations?

- Has good will been extended?
WILL TODAY’S NARRATIVE ATTEND TO CONCERNS SUCH AS ...

Additive curriculum
  limited choice?
  mindfulness, ICT, positive psych?

Academic teaching staff
  have they been there? Sustaining relevance & currency?
  proportion of casual academic teaching staff?
  quotas? Volume of students?
  knowledge of topics to programs?
  modelling best practice
  health and well being
WILL ‘TODAY’S NARRATIVE GENERATE INVOLVEMENT (AND INSIGHT)?

While there is a need for stewardship of local and federal resources, and the need for a sustained focus on a program of change,

“Without involvement, there is limited ownership”

Shared understandings go a long way towards a sense of community and ownership. Has there been sufficient dialogue?

National policy v local implementation?

A cultural dialogue?

CONTEXT ALWAYS MATTERS ...
NO 2 ORGANISATIONS ARE ALIKE ...
IMPLICATIONS FOR IMPLEMENTATION?
What are the messages we would like our beginning teachers and ECTs to have?

Graduation is not the endpoint of your formation as a teacher

graduating does not mean you are the finished product

rather, completion of an academic program as PART of a professional award

How can we share the responsibility of supporting beginning teachers into their teaching role as ECTs?

‘Who’ could we continue in the dialogue with a new ECT? What is the pre-service role? Mentor teacher, placement lecturer? The principal?

Racketing up the rhetoric of evidence-based, hard data, in the face of Naplan’s plateauing results – blaming teachers → what can the numbers never tell us?
WILL TODAY’S NARRATIVE SHOW US OTHER ‘TAKEN-FOR-GRANTED’ ASSUMPTIONS?

On one hand, the ACEL President says at the 2015 Annual Conference

“Australian teachers have a very good reputation and are sought out internationally’

On the other hand, ‘what have we taken for granted’ (true / false)?

The relational nature of ... teaching, learning, pedagogy, leadership ...
The levels of uncertainty in the realities of teaching (80%)
The relational sensibilities that are integral to everyday experiences
‘Teacher education’ is ‘adult education’: agency?
Early Career Teachers don’t’ start at the same place
The educational process is always experiential & whole-istic: (even in Initial Teacher Education)
WHAT ARE WE AIMING FOR: THE PURPOSE OF EDUCATION

Relates to the fullest formation of each learner, in terms of their dispositions, character (resilience, adaptability), capabilities, understandings and skills that enables and engenders interdependence

- The purpose of education has a *relational* intent
- the educational process is inherently *relational* & experiential
- the participants are *relational* beings …
- The organisation is a *relational* entity, the relational culture being more than the sum of the parts

“It takes a village to raise a child,” the child is raised *for* the village.
THE EDUCATIONAL PROJECT: A RELATIONAL ENDEAVOUR, WHERE RELATIONSHIPS ARE ALWAYS MATTERING ...

1. we are always, already 'in' relationships

2. relationships 'exist in the space between' us

3. relationships are always mattering

4. Being ‘in’ relationship is like being ‘in a play’ of relating
ITE+ECTs CURRICULUM: Developing *relational sensibilities*

Nous
Tact
Attunement
Improvisation
Resoluteness
Pedagogical thoughtfulness
Techne, episteme, phrronesis
Moral knowing

Reframing reflective activity towards hermeneutic analyses of everyday experiences.

*“We've had the experience but missed the meanings"* T S Elliot
What is the dialogue we want to (need to) have regarding the preparation of our pre-service teachers, beginning teachers, early career teacher?
ITE+ECTS: WHAT ARE WE AIMING FOR?

1. The profession is involved in forming and releasing novice teachers into a meaningful and engaged learning experience for the sake of current and future learners, where

- critical, ethical and humanistic concerns are integral to everyday praxis
- relational and contextual engagement are paramount
- sustainability and strengths-based practice is achievable
- ongoing life long learning shows professional responsibility

2. the ongoing ‘formation’ of teachers and leaders

   always in context, always whole-istic

   practical wisdom towards an action sensitive pedagogy (practical wisdom > skills)

3. Every teachers to taking responsibility for the ongoing formation
Do our practices and concerns show that teaching involves knowledge ‘about’ teaching, as well as knowledge ‘in’ teaching?

How can professional experiences be more like an immersion experience rather than appointments with children?

→ “immersed, intensive internships between insightful teachers and leaders”
→ immersed experience ‘as’ Internships, extended prof exps, rural / off–shore?
→ During an ITE program OR at the start for an ECT?

What opportunities exist for co-constructed, collaborative inquiry between pre-service teachers and their mentors?
ITE+ECTS: BY THE PROFESSION FOR THE PROFESSION?

What is the Prescription through *electric fences* standards

Is the pedagogy within Initial Teacher Education moving towards technicist, transmission models for achievement or compliance?

is their space for

ECTs are responsible for initiating evidence of their formation via online portfolio?

*Where the teaching profession takes responsibility for its own*, Initial Teacher Education+ECTs

Where attestation creates involvement & professional dialogue,

affirming the growth (portfolio) and PD plan for the ECT

Where processes support the formation & refinement of an ‘action sensitive pedagogical practice’?

mentoring, coaching, work-shadowing, co-teaching, triples in an observation
DEPRIVATISED NOT DEPROFESSIONALISED

- At a time, when arguably (at least in aus) teaching has been deprofessionallised, it must not be **deprivatised**
  - Opening learning spaces for greater observation and dialogue between teachers
    - The ASMS opportunity
    - The PN experience
  - Policy renewal – what % of ECTs remain in contract positions? For how long? And we talk ‘community’?
- Schools within schools
- Privileging professional development – the ‘CSNS’ way – where learning is the work
THE PROVISION OF INSIGHT FROM EDUCATIONAL LEADERS

- The passionate pioneering influence of leadership
- Engendering a vibrant culture of professionalism
- Where professional experience is central
- Where all teachers are under development
While I was fishing one day, in contexts where there appears to be a scale of experiential outcomes – layers of readiness for

- Manage planned Experiences
- emergent experiences that have a large degree of certainty
- emergent with uncertainty
- improvisation that is inauthentic (get control)
- improvisation that is authentic (for the greater good),