

# **PRESETT- webinar 1.**

**Journey to the teachership – students study path**

**Teacher's practical theory –  
professional identity**

**2.12.2021 at 16.30-17.00**

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# Teacher thinking and action – tacit knowledge

The relationship between teacher thinking and action has been researched for many decades.

The teaching model describes the relationship between a teacher's thinking process and teaching activity.

Teacher thinking is guided by

- 1) planning (before and after teaching)
- 2) the teacher's interactive thoughts and decisions
- 3) theories and beliefs

The part of the teaching event model that describes teacher activity, which includes:

- 1) teacher activity in the classroom
- 2) student activity in the classroom
- 3) student achievement, play an important role in defining the concept of use theory

(Clark & Peterson, 1986)

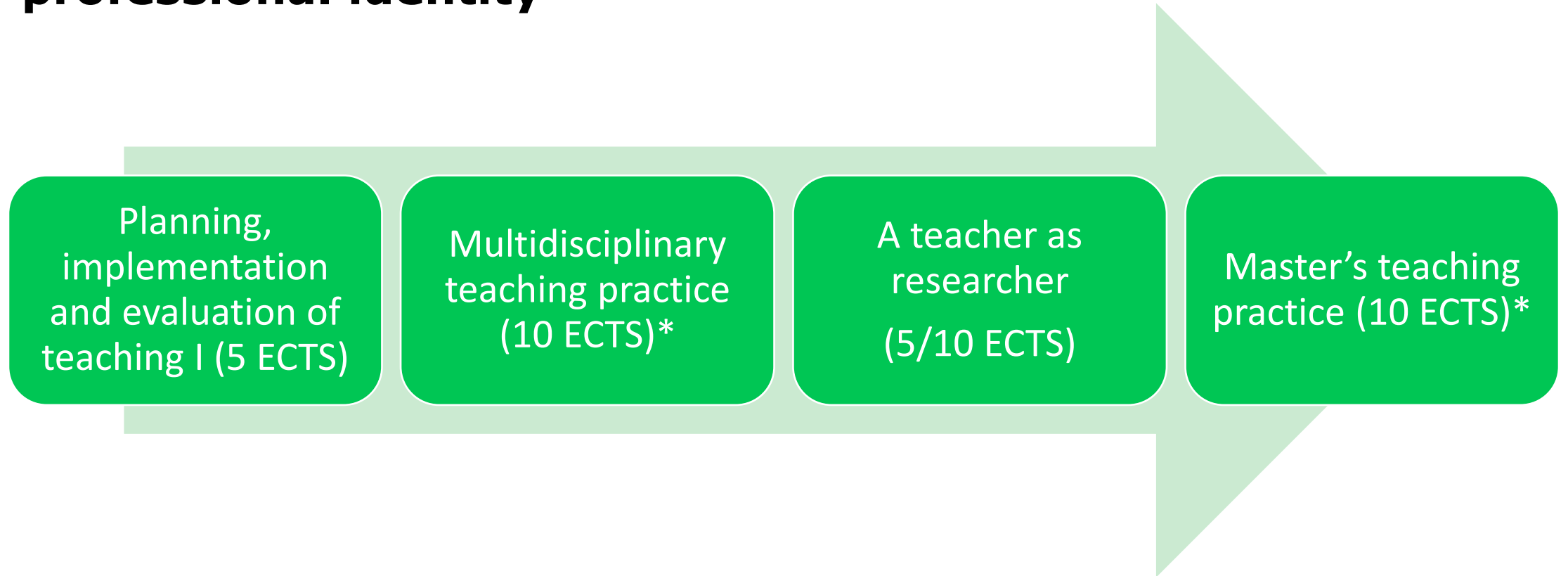
## Foundation of my teachership?

### What kind of teacher I am? Self reflection!

- What things affect my teachership?
- What kind of is my ideal of good teacher? Where does it come from?
- What kind of values guide my teaching?
- What beliefs affect my teachership?
- How do my own school experiences guide my teachership?
- What do I think about learning, knowledge, skills and humanity?



# Student teacher's journey to teachership – study path to teachership – developing one's own practical theory, professional identity



# Teacher 's practical theory –

## ● ● professional identity

- It is a teacher's built-in model for action.
- It guides the teacher's pedagogical actions in a classroom.
- Includes the views, personal values, personal beliefs, experiences, knowledge and theories, understandings, preconceptions and values of education and teaching.



# ● ● Approach to practical theories

## Teacher´s practical theory

- It is very personal – there are teacher´s own experiences and interpretations
- It is very dynamic – it changes with time, knowledge and new experiences
- Includes often teacher´s tacit knowledge
- > unconscious information can guide decision-making in teaching intuitively, without any evidence based knowledge
- > understanding one's own practical theory can be challenging if no active work has been done on it.

# Approach to practical theories

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- Changes with the increase of knowledge and experience.
- Should be make visible – learning to self-reflect.
- Teachers use practical theory as a framework for their everyday work, but it also creates a mirror for teachers' reflections on their teaching.

# ● ● Approach to practical theories

As awareness of one's own practical theory is strengthened, the planning and prioritization of one's own teaching becomes clearer.

Teaching become more goal-oriented when resources are focused on issues that are important for one's own teaching.

One starts to think more interaction, pupil centered learning methods, learning to learn skills, motivation, engagement, participation.



# ●● Approach to practical theories

- Practical theory guides the teacher 's pedagogical decision–making at work.
- If it is completely unconscious, teaching can be guided by beliefs, perceptions, and assumptions about teaching and learning.
- It can contain prejudices that are not based on anything.

Clark, C., Peterson, P. (1986). Teachers' Thought Processes. Occasional Paper No. 72. Michigan State University., East Lansing. Inst. for Research on Teaching.

Kettle, B & Sellars, N (1996): The development of student teachers practical theory of teaching

Korthagen, F.A.J.& Vasalos, A (2010): Going to the core:deepening reflection by connecting the person to the profession.

Stenberg, Katariina.(2011). Riittävän hyvä opettaja.PS-kustannus.

Stenberg, K., L. Karlsson, H. Pitkäniemi, and K. Maaranen. (2014). Beginning student teachers' teacher identities based on their practical theories. European Journal of Teacher Education, 37(2), 204-219.

# ● ● How can student teachers make visible their own practical theory in teacher education - examples

## 1. Reflection – discussions and writings

Self reflection

Reflection in pairs

Group reflection

Short writings, stories, narratives of one's own values, strengths, interests, hobbies etc.

# How can student teachers make visible their own practical theory in teacher education

## 2. Make a list

- Good teacher characteristics – make a list of adjectives in two minutes. Discuss about them the with your pair. Mark the five most important characteristics.
  - The teacher has to know the following types of skills. Make a list.
  - What is good interaction like?
  - Write a lista of teachers´ emotions in the school context.
- > which of these emotions are good/forbidden/bad working with children?
- > how can teacher control his/her emotions?

# How can student teachers make visible their own practical theory in teacher education

## 3. Statements: Continue these sentences

Good teacher understands everybody, because...

I want to collaborate with pupils' homes, because...

I like every pupil because...

I don't like every pupil because...

I am patient because...

I am friendly because...

I am equal because...

I am enthusiastic because...

# ● ● How can student teachers make visible their own practical theory in teacher education

## 4. Pair or group discussions:

- What are good learning methods like – why?
- Pupils don't need homework - Why?
- Good interaction with pupils' parents? What is it like?
- What kind of is good interaction in the class.
- What is your ideal teacher community?
- What do you think about collaboration with other teachers?
- How can I empower pupils in learning?



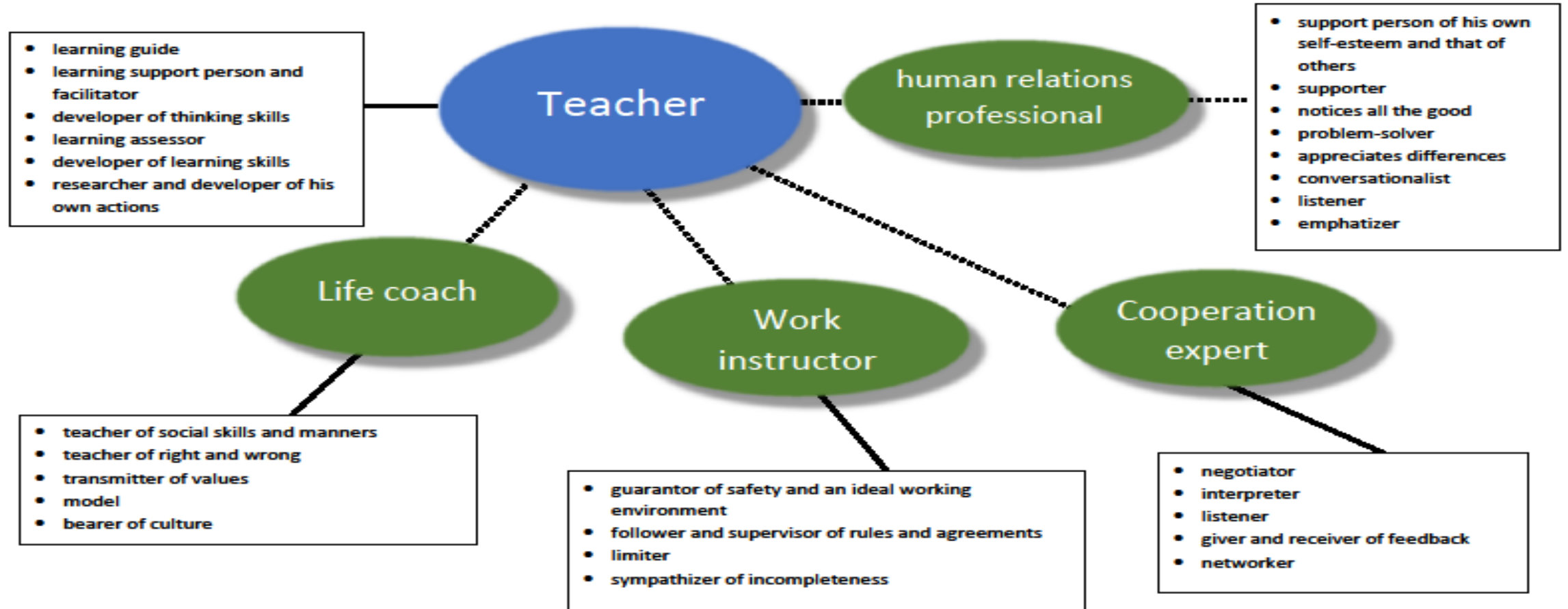
What do you think about following – what do you do?

- Noisy classes
- Pupils walk and talk in the class
- Competitions in the school
- Pupils don't listen to me
- Pupils don't listen each other

# ● ● How can student teachers make visible their own practical theory in teacher education

**5. Make a role map of teachership – create a mind map of it.**

# THE ROLE MAP OF TEACHERSHIP





# How can student teachers make visible their own practical theory in teacher education

## 6. SWOT – how to use this tool?

S= Strengths    W= Weaknesses    O= Opportunities    T= Threats

- SWOT is a tool which you can use in many ways.
- In your personal development as a teacher, teacher educator etc.
- In your school culture development, curriculum development etc.
- What are your own characteristics, abilities, competencies etc.

# SWOT What are your

<b>Strengths</b>  <b>How can you develop your strengths?</b>	<b>Weaknesses/developing areas</b>  <b>What options do we have remove weaknesses?</b>
<b>Opportunities</b>  <b>How can we use our opportunities?</b>	<b>Threats</b>  <b>How can threats be prevent?</b>

# ● ● How can student teachers make visible their own practical theory in teacher education

**7. Student teachers write their own practical theory (1-3 pages) every year in their studies and share and explain it to the others - > self reflection, group reflection.**

When you explain the vision of your teachership you will become more aware of your thoughts – no intuition in teaching.

# ● ● How can you make visible your own practical theory as a teacher educator?

## Make your practical theory visible – write or draw – self reflection!

What kind of teacher or teacher educator I am?

- Write an essay (1-2 pages) of your practical theory

OR

- Draw and write a metaphor of your practical theory: For example
  - driving instructor
  - shop assistant in the toy shop
  - the captain in the cruiser etc.

OR

- Make a mind map of your practical theory.

# ● ● My practical theory – professional identity

**Values - Beliefs - Experiences - Knowledge (theory, competences)**

What are your values, beliefs, strengths, experiences, knowledge, skills, competencies, attitudes, working methods .....



# ● ● Professional learning community (PLC)

## **Make your practical theory visible – write or draw!**

1. Use appendix 1. for planning your practical theory by yourself. After that start to write your own practical theory: 17.00-17.30 (30 minutes)
2. Go to your group and share/tell to your colleagues your practical theory: 17.30-17.45 (15 minutes)
3. Finish your writing before the 2nd webinar. Be ready to comment your experience.
  - good length is about 1-2 pages

# My practical theory – professional identity (Appendix 1)

You can use this table for planning your practical theory

Values	Beliefs	Experiences	Knowledge, competencies, studies, theories