

PRESETT, Webinar 3, 14.12.2021 at 16.15-17.00

Mentoring in teacher education practices

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● ● Video – teacher practice in Helsinki University, Viikki teacher training school

- <https://www.youtube.com/watch?v=NdzfKzjy6g>

Evaluation and assessment in Teacher education in Helsinki

University

Summative evaluation

Happens after courses or study moduls.

For example:

1. Multidiscliplinary studies-modul (1st an 2nd year)
 - Each course (math, mother tongue and literature, visual art etc.) gives a grade
 - > the grade of the mulstidisciplinary studies-modul is the average of all courses
2. Bachelor and master's theses
3. Grades are 0-5 (5 is maximum)
 - There should be criteria in all assessment

Formative assessment

Happens during studies in different courses and study moduls.

Teacher's can decide how to implement it.

Most important assessment method is self-assessment, self reflection which happens during all studies -> to develop and improve one's own practical tehory, professional identity.

Self- assessment

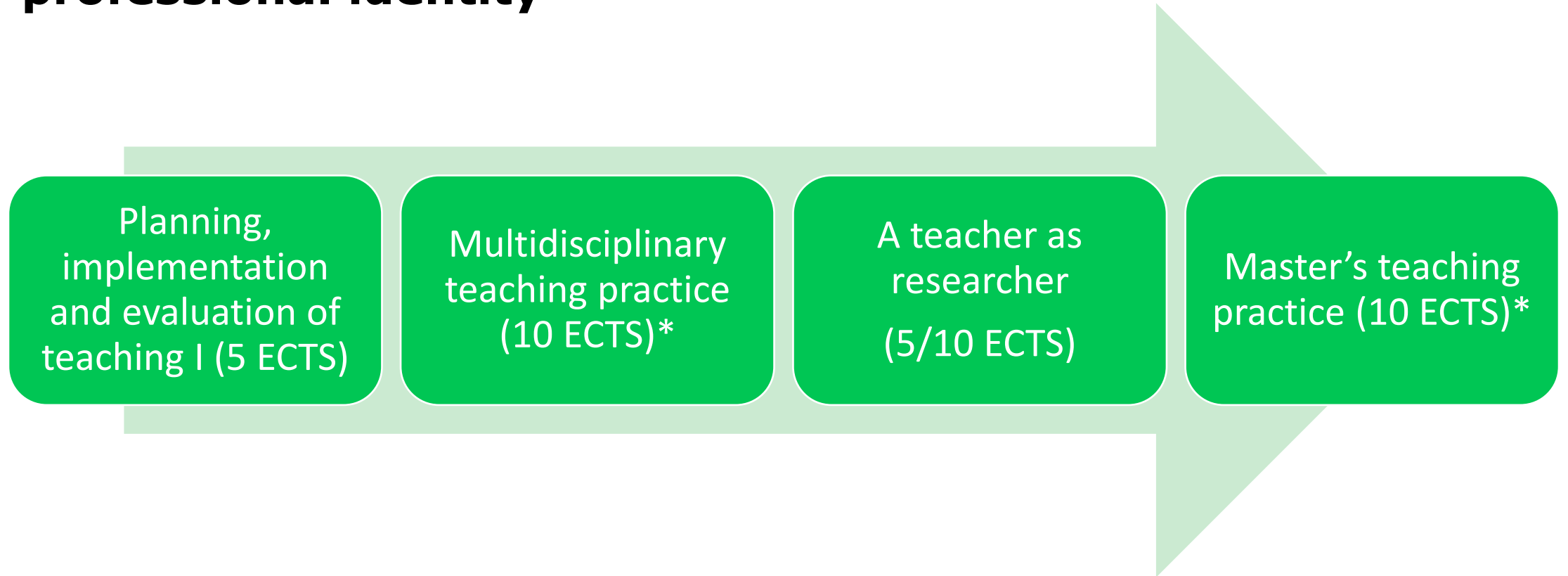
Peer assessment

Group assessment

Assessment can be oral or written – teachers can decide.

Accepted/ to be completed/failed, rejected

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



Self-reflection and self assessment in teacher education

Should happen during all the studies – how to make visible one´s practical theory, how to develop one´s professional identity!

- During studies are used the same kind of working and learning methods and assessment methods which are used in teaching, learning and assessment in the comprehensive school!
- Student teacher should understand the connection between theory and practice!

Self-reflection and self assessment in teacher education

- The goal is the self-directed student who later in working life is a self-directed teacher who develops one's own work - > it progresses in teacher education in one's own experiences, beliefs and imaginations.
- "Who am I now?" "What kind of teacher would I like to be?" (Korthagen, F. A. & Vasalos, A. 2005.)
- The goal of positive psychology is to support the individual through external experiences (=action in the class) to find inner strength. (Seligman 2002)
- The concept of reflection is understood as deep reflection, leading to a new understanding as well as change in action and self-understanding.

Korthagen, F. A. & Vasalos, A. 2005. Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and teaching*, 11 (1), 47–71.

Seligman, M. E. 2002. Positive psychology, positive prevention, and positive therapy. Teoksessa C. R. Snyder & S. J. Lopez (toim.) *Handbook of positive psychology*, Oxford: Oxford University Press 2 (2002), 3–9.

● ● What kind of is good guided teaching practice?

Self-assessment

- is linked to self reflection
- makes it possible to understand and reflect on one's own actions from different sides, and to guide and change it
- creates learning goals for oneself
- acquires and modifies information to achieve the goals
- acts, develops and evaluates one's own solutions and the consequences of the activities.

(Atjonen, P 2007) ; Jyrhämä, R. & Syrjäläinen, E. 2009)

What kind of is good guided teaching practice?

Supervising teachers (university and school pedagogy)

1. University lecturer/teacher is an expert of one's own science area – substance, content of the subject – theory and practice -> represents university pedagogy.
2. Classteacher is an expert of one's own class– theory and practice, school peadgogy and didactics: knows the pupils, knows well the age appropriate learning and assessment methods, school curriculum -> represents school pedagogy

These two supervising teachers can give good combination of theory and practice to develop student teacher's professional identity, practical theory, teachership.

What kind of is good guided teaching practice?

Reflection sessions – meetings between supervising teachers and student teachers

Supervising teachers characteristics

Open dialog - gives space to the students	→	Gives students to freedom to express their thoughts and feelings. Listen, listen, listen!!!
Confidential situation	→	Tells students that these reflections are always confidential.
Acceptable (emotions, skills, competencies, attitudes)	→	Accepts all kind of students without conditions (no stereotypes).
Positive and constructive	→	Positive and constructive feedback.
Developing and supportive	→	Develops one's competencies, supports student in all levels.
Advice and guided thoughts	→	Gives advice, different options and thoughts for action. Asks questions...
Future orientated situation.	→	Keeps in mind that how this action could be in future.
Theory and practice always in discussions	→	Has good knowledge and competencies of theory and practice
Good, empowering feeling.	→	Enthusiastic, motivated, supporting, keeps positive atmosphere in, "walking side by side" with the student

(Jyrhämä 2009, Atjonen 2017, Huurinainen-Kosunen 2020)

Mentoring, guiding is

Interaction relationship, role relationship (novice & expert) and power relationship between student teacher and supervising teacher: in good and in bad!

Supervising teachers' aims:

1. Giving a model
2. Strengthening student's self –confident (professional esteem)
3. Development interaction skills (good atmosphere and communication)
4. Development of teaching skills (pedagogical and didactical)
5. Development of metacognitive skills (reflection)
6. Growth of ethical behaviour (responsibility, equility, justice, tolerance etc.)

(Jyrhämä 2009)



”Think and write during the first week of practice. We're going to apply these things together” Planning one’s practicum.

1. Continue writing your own practical theory, professional identity.

What kind of teachership you are searching ?

2. Consider your own goals for training?

What do you want to learn and what kind of things do you want to develop as a teacher student during this practicum? What do you expect from practice?

3. Consider the age and level of development of the pupils in the class. What kind of teaching should be arranged for people of this age to be inspiring, meaningful and engaged?

4. Read the objectives and contents of the subjects you are going to practice in the school curriculum on our school's website. What do you see? Write down main goals of the subjects.

5. What kind of guidance and feedback do you want from the supervising teacher?

6. Your background: teaching experience, about your studies, strength areas, worries, hobbies, etc.

Guiding and mentoring before teaching – planning one's practicum

1. Periodic plan

- Student teachers have gotten the themes of each subject/ whole period from the supervising classteacher.
- They have gotten also all the materials for use what pupils' have: pupils text books, exercise books, teachers guide books
- During planning weeks they plan periodic plan of each subject...during this period they'll get advice and quiding borth supervising classteacher and university teacher

● ● WORD- documents

1. Advice how to make periodic plan

2. Periodoc plan form

● ● Guiding and mentoring lessonplan before the lesson

- Student teachers make lesson plan of each lesson. They will get help from the class supervising teacher and also university supervising teacher.
- **Student teachers and supervising classteacher´ll check together every lesson before the lesson, it is mandatory:**
 - Goals of the lesson, goals of learning sessions during lesson, working methods, motivation actions, materials, exercises, homework, differentiation

● ● Planning together



● ● WORD- documents

3. Advice how to make lesson plan

4. Lesson plan form

Last minute advice before the lesson from the supervising teacher



Writing stories – student teachers help individually



Practice lessons: guidance and differentiation



● ● Guiding and mentoring lessonplan after the lesson

After the lessons, after the school day student teacher and the supervising teacher go through what happened during lesson:

- Student teachers' own self-reflection and supervising class teachers reflection questions and feedback
- This 'll last about 15-30 minutes
- University supervising lecture comes to follow the lessons about 3-5 times/during whole practice period and gives feedback
- Supervising classteachers follows all the lessons – She/he is in charge of the pupils, no students – this is part of students' studies, no work practice!

● ● Reflective discussion in mentoring, guiding after the lesson – questions.

The most important steps in reflective discussion after the practice lesson:

1. Opening the discussion:

- common feelings and motions: How was the lesson? How do you feel?
- goals of the lesson: What goals did you have for the lesson? Did you achieve them?

2. Explanation, clarification of the lesson:

- description of the teaching situation and its experience: Describe the lesson and its steps. Describe used working methods...how did you succeed, were they suitable for all pupils etc.

Reflective discussion in mentoring, guiding after the lesson – questions.

3. Structuring the lesson

- teaching situation analysis, processing the lesson:
- Tell me about different parts of lesson:
 - > goal, content, working methods, pupils' participation, pupils' working etc.
- What was the best part of the lesson?
- What would you have done differently?

4. Assembling things:

- What did you learn today? Were there things you were not satisfied? Why? What happened? What would you different way on the next lesson?

(Jyrhämä 2009, Kansanen 2009, Huurinainen-Kosunen 2020)

Peer reflection, feedback and video observation

Peer reflection

- The other students can also follow the lessons and give feedback
- The supervising teachers can give questions to follow

Quided observation and group reflection

- Every week, different theme, group reflection afterwards (6 students from three classes+ supervising teachers= 9 people)
- Observation forms and one article to read
- connection between theory and practice (article+observation)

● ● Video- observing

Is not very common, but used in many practices.

In Helsinki University video observing takes place in Mathematics practicum.

One example according to Anja:

1. First video recording during the first week of teaching practice: student teachers watch the video first together and selects the best part of the lesson.

Group wathching and discussion of their choice – why it was the best part?

2. Second video recording on last week of the practice: : student teachers watch the video first together and selects the best parts of the lesson.

Group whatching and discussion of their choices – why these were the best part. What improvement, development they found of their practice?

Final self- assessment raport of the practicum and final discussionloppukeskustelu

1. After the practicum student teacher writes one's own report, self-reflection of the practicum (5-10 pages):
 - assesses goals, achievemnts
 - reflection of one's development and practical theory,
 - set goals to the next practicum=master's practicum
2. The self assessment report must send to the supervising teachers
3. Final discussion with the supervising classteacher based on the report.

● ● **How the supervising teacher can develop one's own skills to guide and mentor student teachers?**

How do I identify student's needs?

What kind of supervising teacher I am?

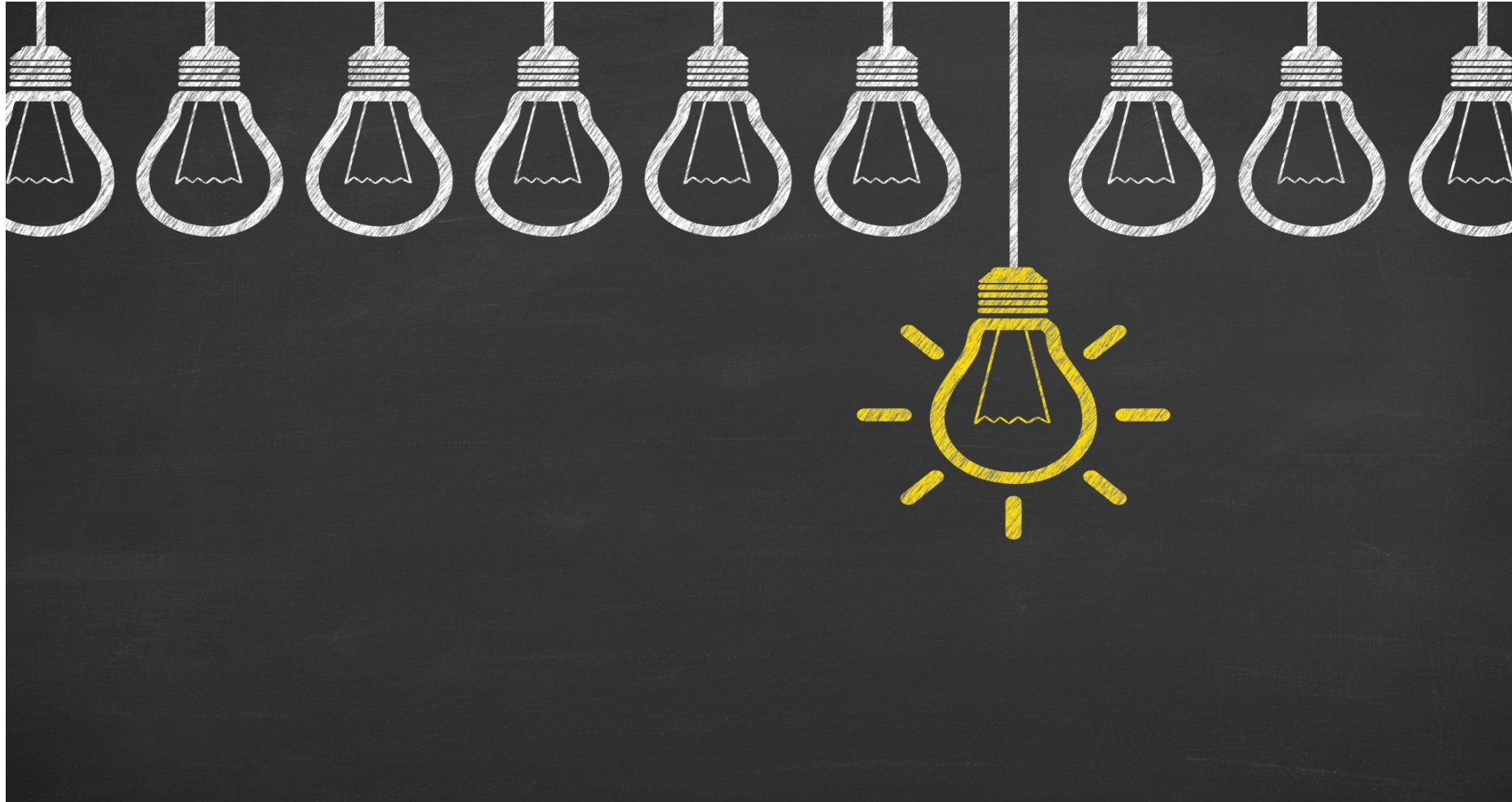
What am I aiming for in my guidance?

How do I find my conceptual common language with students?

What is my mentoring, guiding path?

What is my teacher pedagogical thinking, my practical theory like?

Thank you – kiitos!



● ● PLC – pedagogical learning community – group discussion

Good practice/ mentoring in Ukrainian teacher education/ practicum - top 5.

What we should develop?

Good practice/ mentoring in Ukrainian teacher education/ practicum - top 5

What we should develop?
