

Statement of participation

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has completed the free course including any mandatory tests for:

Learning to teach: making sense of learning to teach

This 5-hour free course explored approaches to teacher education and the implications of students' experiences of learning to teach.

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This statement does not imply the award of credit points nor the conferment of a University Qualification. This statement confirms that this free course and all mandatory tests were passed by the learner.

Please go to the course on OpenLearn for full details:

<https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0>

COURSE CODE: LTT_1

Learning to teach: making sense of learning to teach

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Course summary

This free course, Making sense of learning to teach, is the first of four courses which comprise the course Learning to teach. It draws on what we know about how people learn to become teachers. It explores the different approaches to teacher education and the different routes into teaching. It will help you to understand the philosophical and practical differences between the different approaches. It draws on research about students' experiences of learning to teach and considers the implications of this in designing teacher education programmes.

Learning outcomes

By completing this course, the learner should be able to:

- know the differences in opinion about what Initial Teacher Education (ITE) is trying to achieve
- understand the differences in perception of the student teachers' role in ITE
- recognise some of the ways in which these differences manifest themselves in the UK
- understand effective student teacher learning and how students themselves perceive the process of learning to teach.

Completed study

The learner has completed the following:

Section 1

Views of learning to teach

Section 2

Different routes into teaching in the UK

Section 3

Qualifications

Section 4

School experience

Section 5

What students say about learning to teach?

Section 6

Conclusion

a) Describe Important Concepts Learned from Assigned Reading

Table of Content

- Perspectives of learning to teach
- The 4 Paradigms
- Student teacher role
- Approach
- Ways of teaching in UK
- Qualifications
- Experiences in school
- Opinions of students

b) Explain and Elaborate on the Utilization of Key Concepts Learned, at and within Workplace Context

c) Predict and/or enumerate Potential Challenges Faced in Implementing these concepts at Workplace

Introduction

Learning to Teach : Making sense of Learning to Teach is a course conducted by the Openlearn University which helps us to understand the importance of being a Initial Teacher Education (ITE) and educates us to identify the differences that is willing to achieve. The course also explains the role in ITE and acknowledges us with different approaches and various routes in teaching in the UK. And at last with many experiences that has been shared by students give us a clear impact on various ways and process of learning to teach.

Being a Teacher is one of the best professions around the world and not everyone can be a teacher or hold the role. As the start of this course, Jonny Saunders share with us his story of why he became a teacher and what was his perspective towards teaching. Jonny Saunders once was a sports reporter and he always had some beliefs in wanting to be a teacher and wanted to make an effort in changing his career. He was already a degree holder in English Literature so he could eventually become a English teacher because Jonny also loved the English language. He got a job at St. Edward School in Oxford

where in his first year he got 12 students who were taking GCSE English exams. When these 12 students got their results and that's where Jonny realized that he has impacted these students to obtain certain results than they predicted it was. He also shares the satisfaction, the emotions because it was the students of Jonny who sat for the certain exam, and having an interest during the lessons to talk about the matters even after the lesson makes the teacher understand that the students were engaging on the lesson and has a better interest in it. Jonny also says that role of a teacher has been changed over the years where he compares being a student and now that he is a teacher many things have being improved. But at the same time its important also to create a relationship with the students and one of the main keys to it is communication. There's also a big difference when a teacher has the right materials to interact with students during the specific lesson so that students don't get confuse and engage more on the lesson. Jonny also says that, is always important to reflect on the lesson you have taught or what your going to teach and be your own observer to understand your own flaws and critics and be able to question yourself for a better teaching. Jonny after experiencing teaching, his only guidance was for other teachers and students to be prepared for everything and be organized.

The four paradigms was identified by Zeichner during his research where he talk about variance in approach to ITE. The four paradigms are,

- Personalistic – This certain paradigm helps to evolve in teacher's identity.
- Traditional craft – This certain paradigm helps the student teachers to proceed towards directing a class.
- Behaviouristic – This paradigms is where under certain regulations adapting to certain situations in the classroom.
- Enquiry orientation – This paradigm is where various approaches are used in order to build our own knowledge.

Taylor (2008) who did a research regarding Zeichner's perspectives, she established four ways of expressing ITE learning which are,

- Details or information is passed on from expertise to beginners.
- Helping students to develop in their individual growth by different approaches.

- Helps students to gain knowledge in teaching through experts
- Help students to understand and motivate into believing critically to develop in own learning.

When comparing Zeichner's and Taylors perspectives in teacher education, there's both positive and negative issues that take place such as ,

- In behaviour management , an approach can affect a certain class on a specific week and sometimes it will not affect another class in a different week because students behaviour changes with different circumstances and with different curriculums that they are engaged with.
- Carrying learning between conditions . where a teacher should be able to carry out his or her certain skills and knowledge no matter the condition or surrounding so that the learning will be versatile.

What is the role of student teachers in ITE? As Zeichner's and Taylor's research , it is evident that the role of student teacher should act properly as a learner according to paradigms and approaches. When we observe more in paradigms, its clear that both Behaviouristic and traditional craft paradigms is led to emulate and embrace the knowledge given by an expert such as a mentor or a university tutor. And Enquiry orientation and personalistic paradigm need to evolve individually to produce new knowledge and a new understanding.

Approach – There's both transmission approach and student-teacher centered approach where transmission approach where directions of certain experts are available during there work with different surroundings and in the other hand , student teachers are singles who has various ideas and build up their own account of best practice. There's always different perspectives of learning and transmission can be analysed in a certain way such as,

- The knowledge in teaching cannot be transferred accurately because its hard to identify a certain problem in every surrounding at every time.

- Different schools and institutes have various faith and values in the way they interact with students and how a teacher's behaviour is anticipated so due to this, for a teacher it can be challenging to find out when one certain approach may not work in different surroundings.
- When student teachers interact with various amount of knowledge and different comprehension the transmission approach can fail to look after the character of the student teacher's learning procedure.

Student teacher -centered approach is where student teacher's together with experts such a mentors or tutors come together to find solutions that appear by reflecting critically. By this, student teachers take responsibility to critically think, reflect , challenge and investigate variety of solutions. This helps to understand that learning cannot be managed in a specific way as transmission approach .There's also demanding aspects that take place in this approach such as,

- Information – Student teachers will have to find ideas from mentors and tutors to adopt a critical approach.
- Proactive learners – this is where taking responsibility of their own learning and understanding every little thing to individual development.

This approach disagreements are where individual's needs are considered and by developing skills and being versatile helps to support student teachers to be creator of their own knowledge.

Teaching in UK has various terms when it comes to Higher Education Institutes and school-based ITE. There are some differences and similarities of Higher Education Institutes and School-based ITE where ,in ITE when designing a course ,different programs are controlled according one section and by having valid qualifications ,the school can take the task to collaborate to design the specific course but with Higher Education institutes (HEI) they collaborate with the school and design within the school supply. When delivering the course both ITE and HEI are quite similar when involving different methods such as lectures, workshops, visits but they ITE deliver within the school and HEI deliver with a blend of schools.

When it comes to teaching in UK there also should be certain qualifications to reach the goal you desire. Having Qualified Teacher Status (QTS) means that the person is qualified to become a teacher and can be available for teaching positions in UK.

School experience is one of the key skills when involving yourself with an ITE course and to enroll there should be several requirements to be considered. This is an academic qualification when it comes to teaching where several weeks are being taken to experience and ideas and theories are been given to reflect on learning.

What are opinions of the students? What does students think about? What are children's way of thinking about learning to teach?

Hagger (2008) reflected on learning where he found different responses that can be classified in to five proportions which are,

- Intentionality – students are influenced when verification of effective learning is set.
- Frame of Reference - productive students tend to have scope of information.
- Response to feedback -Where feedback of students is valued.
- Attitude to context – identifying the difference and make the most of it to learn.
- Aspiration – not to desire to be a teacher but desire also to be a learner.

b) As a preschool teacher, its very important to acknowledge every aspect on learning to teach and have a better understanding of the four paradigms for a better teaching. As a teacher in an European country sometimes we got the urge to enrich in our career by teaching in an English speaking country, and through this course it helped me to realises the importance of being a teacher in UK and what kind of qualifications we need to achieve what we want and specially the approach of student-teacher open our minds to be our own creators and to take responsibility of our own reactions and I think as a teacher that confidence and motivation should be more than what we expect from the job because being a teacher is there's a process of learning every single day and experiencing new thing everyday.

c) There are many challenges that's been faced when we are learning to teach.

- When a teacher conducts a certain lesson, the technique and the material of the certain lesson can work with a certain group of students but will not work to another group of students so its important that the teacher studies well what works and what does not in order to can the attention of every student.

- Time is very precious ,specially when you're a time there's always ups and downs and specially accepting to improve in yourself takes your own time so if your not ready to use the precious time to improve in yourself or to critically judge yourself it will be a big challenge in the teaching career in the future.
- Economically a teacher who is willing to enrich her career by choosing an ITE course can be challenging if she is having difficulties economically.

Conclusion

In this course 'Making dense of learning to teach' conducted by Openlearn university helps us to realise a big part of being a teacher in the world. This course educates us on the complexion of ITE by looking various paradigms and different approaches related with it and specially the importance and difference between transmission approach and student-teacher approach. The course also shares different perspectives of students and researches that has been shared to give certain knowledge to the beginners. This course encourages and motivate students who are having difficulties to understand the importance of being skilled and helps to realise, but involving in an ITE course a student can get over the hard time and be a better and an effective teacher in the future with the gained experience.

Reference

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