Statement of participation

Chalani uresha sandanayaka Ganga Brahakmana

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.

Issue date: 29 July 2023

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

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

COVER PAGE AND DECLARATION

Bachelor of Education (B.Ed.)	
Specialisation:	Early Childhood Education
Module Code & Module Title:	EDUC340- Learning to teach: Making sense of learning to teach
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Word Count:	1990
Date of Submission:	06/08/2023

I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

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<p style="text-align:center">**Learning to Teach : Making Sense of Learning to Teach.**</p>

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Introduction.

This is a free course designed by the open university. It takes our attention to know about how people learn to become Teachers. It gives a guide to understand the different approaches and routes to teacher education. For some people becoming a teacher will be a life changing decision while for some it was their dream job that they wanted in their life. But in the early stage there will be challenges in choosing a route and qualifications among the various available options.To assess pupil learning in a wide range of practice, teachers require highly refined knowledge and skills.

A.

- Initial Teacher Education (ITE) is a partnership between a university and schools who are working together to give the professional education and development for student teachers and getting them ready to work in schools. Student teachers in initial teacher education should have the chance to have reflective discussions with experienced educators

Zeichner (1983) in his research about Teacher education talks about 4 models which are useful to discuss considerable differences in approach to Initial Teacher education.

- Behaviouristic.

This is about adopting particular behaviours as prescribed by the course which might be derived from statutory standards or competencies.

- Personalistic.

This example is engaging attention to emotional adulthood and individual growth of the student into the role of a teacher. This joins the plan of expanding the teacher identity.

- Traditional craft.

This can best be interpreted as the education model where students need to gain knowledge by working with expertise in the education field.

- Enquiry orientation.

In this school teachers take action on moral, governmental and teaching issues in a deliberate, able and thoughtful habit to build their own information from a range of sources . The enquiry -orientation is involved with problem solving.

Zeichner's ideas of various views of initial teacher education are encouraged by research accomplished by Taylor (2008). Through her research into HEI and school participations, she talked about four ways to describe ITE education:

- Cascading expertise.

- Enabling students' individual growth as teachers.

- Developing student teaching.

- Students as teachers and learners.

- Differences Between the Paradigms.

Fundamental to the prominence middle from two points the example is the debate about what information is and reality forged. In this case the distinctness is between information be contingent on remainder of something and 'given' to juniors who are learning to be teachers, or information being entity namely co-established and intelligent expected affected by all who take part.Having deliberate Zeichner's and Taylor's preferably abstract views of the distinctness in teacher education, it is likely to manifest in what way or manner these dissimilarities power play out in the beliefs about a average classroom issue, behaviour management.

- **The Role of student teachers in ITE.**

Learning is the responsibility of a student teacher during ITE , as suggested by Zeichner's ideas and Taylor's research. There's a clear separation in how student teachers are supposed to conduct themselves as learners, in paradigms and approaches. We may have been able to distinguish between paradigms by examining where knowledge comes from and the role of student teachers in the learning process.   Student teachers are required in the 'behaviouristic' and 'traditional craft' paradigms to replicate and apply pre-existing practices and accept knowledge presented by an professional , such as a university tutor or school.But The student

teachers must develop individually and actively participate in the ' Personalistic 'and 'Enquiry orientation' paradigms.

- **Transmission Approach**

A number of theorists point out that ITE transmission techniques are based on an approach known as a top tip, in which experienced professionals at schools or colleges consider their arrangement to be the right solution. One the one hand they have expert tuition and direction from experts who have found arrangements or their best practice ideas work for them and their setting. On the other hand, understudy instructors are people who apply distinctive impacts and bring thoughts into the classroom. Their intuitive connections are one of a kind to themselves and so they have to create their own forms of 'best practice'.

So considering the above transmission approach can be analysed in the following ways.

- Information in teaching isn't dependably transferable .

Finding a problem-solving approach that works in every situation is quite challenging. If the student teacher later encounters instances where the advised answer is unsuccessful, imparting knowledge as "the way to do it" may be unfruitful. .

- Instructing is exceedingly complex and setting particular.

Schools have their own fundamental views, standards , and values that show up in how they instruct students and how they require teachers to conduct themselves. Again, a teacher who switches between situations could discover that one approach is ineffective in others.

- Understudy teachers begin ITE with diverse levels of information and abilities, and distinctive understandings of student teacher learning.

The transmission strategy may overlook how the student teacher's learning is personalised.

This type of strategy is defended on the grounds that it permits the standardisation of information and abilities. It is rather simple to gather all student teachers in a lecture hall and

test their knowledge of child protection information, or to instruct a student teacher to mimic how a mentor teaches a specific subject. This method may be the most successful one for some subjects, such as knowing how to utilise a specific ICT programme or comprehending a specific legal framework. If it's used improperly, you can lose some good teachers who don't approach learning in this way.

The contention in support of this sort of approach is that it permits for the institutionalization of information and aptitudes. It is generally simple to sit each student teacher in a address lobby and make beyond any doubt they know actualities, almost child security, or to coach a student teacher to duplicate how a guide conveys a specific lesson. For a few subjects, such as understanding a specific legitimate system or how to utilise a specific ICT computer program, this may well be the foremost compelling approach. Be that as it may, you'll lose a few great instructors who don't react to learning in this way on the off chance that it is utilized improperly.

- **Student - Teacher centred Approach**

The "student teacher-centered approach" asks pupils, teachers, and mentors to fundamentally focus on problems that develop and find solutions through a mix of research and fundamental thought. As a result, trainee instructors don't just copy what has already been done; rather, they take more personal responsibility to adapt, address, challenge, and try a variety of unique arrangements and ways. Because it is difficult to predict learning outcomes specifically or that every student teacher will encounter precisely the same things or draw the same implications and associations as others within the same setting, learning cannot be controlled in the same way as in a transmission demonstration.

There are challenging aspects in this approach,

- Time

It takes a lot of debate, research, and experimentation to develop a critical, questioning perspective. To meet the resulting amount of individualization, teacher-educators must possess a high level of expertise.

- Amount of information

Student teachers must consider a variety of viewpoints from mentors, tutors, their own experience , and the literature in order to adopt a critical perspective. This may be overpowering, in spite of the fact that creating basic reflection can offer assistance understudy instructors learn from their encounters.

- Proactive learners

Student teachers have to be proactive in taking charge of their possess learning.This includes the understudy educator being mindful of their possess learning prepare (metacognitive mindfulness) counting their suspicions, values and convictions, which may affect their responses to circumstances.They must acknowledge the personal nature of learning and the vital role that active research, meaning-making, and discovery play in their development.

● Different Routes into teaching in the UK.

Within the UK you'll get to know the terms Higher education Institution (HEI) led or school-based ITE. These are not routes in and of themselves because each one includes a variety of ITE models, but they do acknowledge the underlying variations in how courses are structured. When considering the differences and similarities of school led and HEI led, school led is an assorted run of programs that come beneath this category, numerous of which reflect the local environment . In the event that the course is connected to a remotely approved capability, such as a PGCE, at that point the school will work in association with

the granting body to plan the course. And HEI led is partnered with schools. Organisational schools routinely plan 'in school' arrangements. National laws and inspection systems apply to all ITE courses. A masters level course will differ from an undergraduate path in the kind and level of critical involvement in evaluation, for example. The delivery style will also depend on the qualifications that are to be earned.

Even though ITE course designs can be extremely unique, there are more general discussions that can be had about how courses function and who is there to support you.

Four categories or groups of people can be distinguished who might participate in an ITE course:

- The course Instructor also refers to the topic coordinator , university lecturer or expert tutor.

- When working in schools, the student teachers' primary point of contact and assistance is their school-based mentor

- Senior staff personnel in a school who organise ITE services across the various departments or phases are known as school-based ITE coordinators. For all student teachers working in the school, they might plan seminars, workshops, or special experiences. They might also watch student teachers to make sure standards are being taken reliably.

- Other student teachers might seem an impossible expansion to this list but the impact of working with other student teachers, sharing issues, finding arrangements together, talking about instructive hone and hypothesis and supporting each other sincerely could be an exceptionally imperative viewpoint of learning to instruct.

- **Qualifications**

The prerequisite for instructors to get Qualified Teacher Status (QTS) forms the basis for all ITE courses.The vast majority of teaching roles in the UK require a qualification which denotes that the applicant has satisfied the requirements to become a teacher.Although many providers provide an academic certificate, which shows a student teacher's high level involvement with theory and practise, there are options to complete a QTS-only route into teaching. Due to recent changes in government policy, the nature of these certificates is rapidly expanding, thus it is important to check the exact qualification being offered.

The undergraduate and postgraduate levels of academic ITE qualifications have traditionally been offered by HEIs. . A degree in a subject is followed by a one-year ITE course at professional level (level 6) (such as the Professional Graduate Certificate in Education or PGCE) in addition to an existing degree. This is the case for BEd courses and other undergraduate programmes.

People who already hold a first degree and wish to complete ITE at the postgraduate level enrol in postgraduate qualifications. The typical format for this is a Postgraduate Certificate in Education (PGCE), and it frequently offers the chance to earn masters-level credits.

B. **Explain and Elaborate on the Utilization of Workplace Contexts.**

- School Experience.

There are national standards that must be met for all ITE courses. There are regulations, for instance, governing the minimum number of weeks that student instructors must attend classes.

The fundamental philosophy of the ITE course can be inferred from the nature of the educational experience and the expectations for how students will learn from it. A case study

of The Open University's PGCE program can help us understand this (please note that this program has since been cancelled, but it is representative of many university-run PGCE programs):

Case Study: When listening to The talk between Sarah and Dave about PGCE case study on learning to teach we understand that Teaching is not only training and educating people to become teachers but it's to recognize that we should develop and learn the profession continuously and learn from our own experiences. It's important to understand the relationship between being a learner and being a teacher. Sometimes it's difficult and challenging to use the knowledge and the skills that they teach us to use in our classrooms. The key to learning to teach is to understand learning and what type of learner we are ? When we learn things by our own experience and by doing things on our own we get more comfortable with that. So as teachers we should understand about the brain development and different stages of children as in front of us as teachers there might be a variety of learners and we should be able to to consider them when we present our lesson. Working with different classes or schools helps us to grow well as teachers and understand various different ways and strategies to create learning fun for our pupils. However, it's up to us to take control of our learning because it will influence which kind of teacher we will be in the future. Each learning opportunity is utilised to test out various techniques, assess the efficacy of various approaches, and then allow the learner to create their own conceptual framework for behaviour control. Different strategies may involve testing out a behaviourist or traditional-craft strategy, but they also allow for the flexibility to challenge, criticise, and reject ideas in favour of their own thoroughly researched and tried-and-true answers.

Students accomplish this by reflecting on their personal development as individuals and instructors, as well as by reflecting on broader theories of education. (Taylor, 2008 p. 79).

C. **Challenges faced in implementing such concepts at the workplace.**

What makes teaching fun is the diversity between classes that we teach. As an English teacher of a school in Milano I rotate between 3 classes daily and I have that experience everyday. I might prepare a good story and activities for the lessons and one class will engage well and show a good interest while the other class might have boring and disturbing listeners who will make the lesson a bit hard. I like to use the student- teacher centred approach mainly in my classes as it helps me to learn well and adapt for the situations. We should be open minded not just one view of teaching, but to have an open mind to accept views of different mentors, tutors, other teachers as we will always be learning from each other. Sometimes we might get classroom atmosphere issues like , students at different levels, communication problems between children.

- **Conclusion**

By examining several paradigms and techniques that support various assumptions about the function of ITE and the role of student teachers as active participants within it, this course has brought attention to disparities in perspective regarding the nature of ITE.

Then it looked at how this manifested itself in the variety of entry points into teaching in the UK. The study's conclusion looked at evidence on how student instructors believe they learn most effectively in ITE courses. The main point of this course is the question " what type of teachers do we need in our school? It is obvious that no one common vision within the

subject, the profession, or at the level of government can provide a response to this. But the question we can ask ourselves is " what type of teacher that I want to become and what are the experiences and qualifications that will support me to achieve this goal? There will be times that student teachers will copy the experts or do everything by themselves using new techniques and ideas as they like.

Giving students the resources to get through difficult moments so they may become better, more successful teachers is one of the goals of an ITE course.

- **Reference**

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