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Seeing to Learn – Learning to See Using video to support the training of student teachers

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Seeing to Learn – Learning to See

**Using video to support the training
of student teachers**

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Main aim of study

The study hopes to provide insight into ways in which pre-service teacher education might be adapted to better serve the needs of education in the 21st century.

Main aim of study

This study will inquire into:

- How a reflective process involving video and multiple perspectives affects the development of pre-service teachers' professional vision.
- How the act of contributing to the professional development of others affects the development of teacher professional judgement.
- How pre-service teachers develop agency to direct their ongoing professional development.
- How external factors affect the professional growth of pre-service teachers during their final practicum.

Background

Improving teacher effectiveness is the single most profound economic transformation open to Australian governments. (Jensen, 2010)

Improving teacher effectiveness requires excellence in initial teacher education and ongoing teacher professional development.

This project focuses on teachers' initial education, and has implications for ongoing professional development and lifelong learning.

Background

The Australian Teacher Performance and Development Framework (ATPDF) released in August 2012 suggests that an effective approach to PD:

- aims to promote genuine professional conversations;
- has a focus on improving outcomes for students;
- presents a clear picture of what effective teaching looks like;
- accepts that teachers have a powerful role to play in each others' development as well as their own;
- is shaped by the school's context and priorities; and
- should integrate the various activities teachers are engaged in, rather than being a separate and additional process.

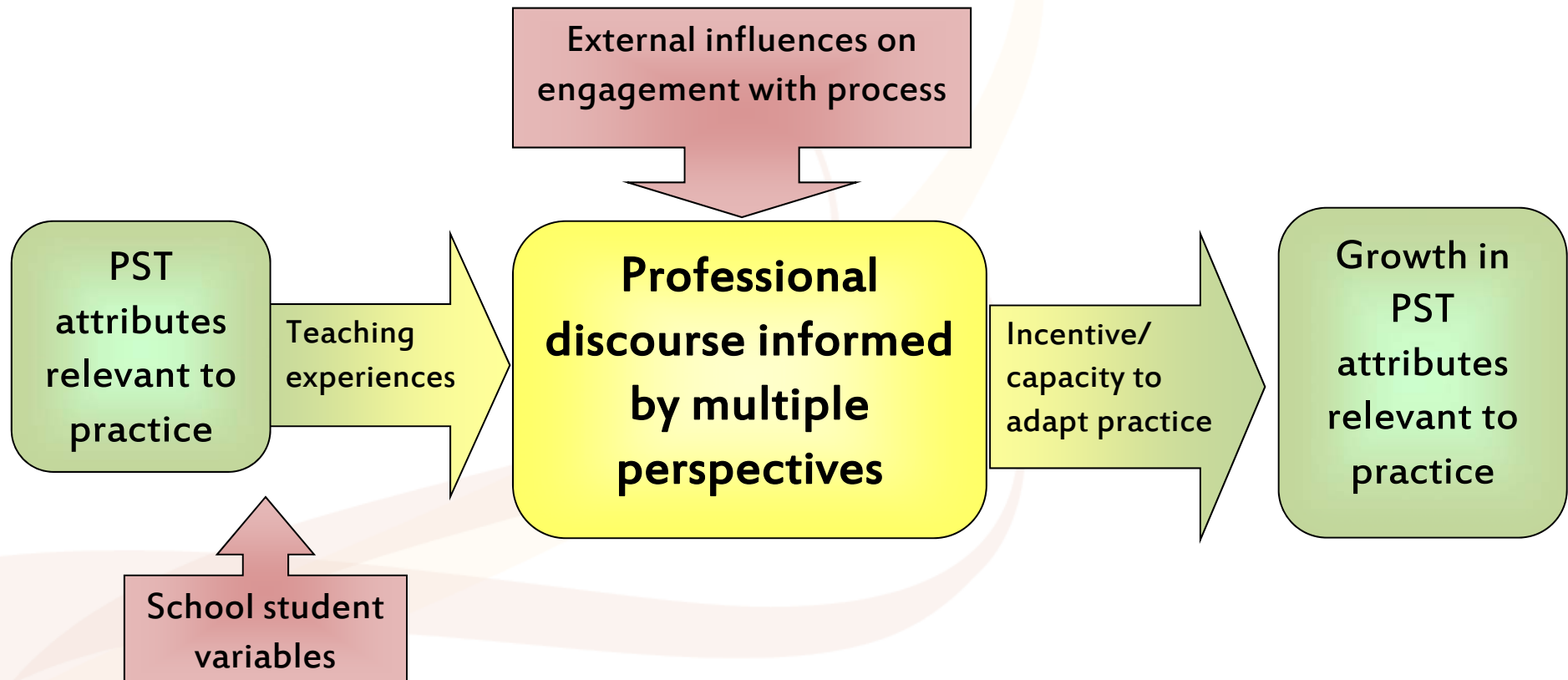
Significance

There is increasing recognition of the value and critical importance of reflective processes in initial teacher education and ongoing professional development (Jensen et al, 2012).

This research will assist in developing an implementation framework for initial teacher education that

- mirrors the approach of the ATPDF and
- incorporates the use of video data and reflective processes
- within a professional learning community.

Conceptual framework



Skills should be acquired through authentic contexts and by communicating with peers and experts about and within those contexts (McLoughlin & Luca, 2002).

Students demonstrate increased confidence and competence in professional judgements when they actively engage in the evaluation of their own work and that of others (Boud, 1988).

External influences
engagement with

PST attributes relevant to practice

Teaching experiences

Professional discourse informed by multiple perspectives

Incentive/capacity to adapt practice

Growth in PST attributes relevant to practice

The mentoring, networking and mutual support associated with high levels of social capital in a learning community contributes to success in education (Coleman, 1988)

Methodology

Phenomenological approach to illuminate development of professional judgement within a case of pre-service teacher education at a particular school.

Qualitative data:

- Interviews (pre-service teachers & mentors)
- Lesson videos & video clips
- Audio recordings of video club meetings
- Comments on discussion board
- Mentor written feedback
- Progress maps

Quantitative data:

- Surveys of classroom students

Preliminary findings

- External factors powerfully influence PSTs' opportunities for professional growth.
- Mentor teachers' role as assessors means their feedback may be perceived as judgemental.
- Pre-service teachers feel bombarded with advice. They exercise their agency by selecting what to act on and what to ignore (not always well!).
- Sharing experiences with peers through video and discussion provides critical support to pre-service teachers during their final practicum.

Conclusion

Questions?

