

TEACHER EDUCATION. CONTINUED PROFESSIONAL DEVELOPMENT

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Dilemma: Identity of a Teacher

A need to support teacher students and teachers in solving these tensions (defining oneself somewhere on the continuum). To an extent a social agreement needs to be achieved and the means be allocated to support the implementation.

- bureaucrat (*emphasis on paperwork*) vs artist and intellectual (*emphasis on creation and creativity*)
- national standard (*curriculum, incl examinations*) vs creative and tailor-made approach (*co-operation, zone of proximal development*)
- providing educational service (*satisfying clients – ghastly!*) vs serving knowledge and future generations (*mission*).

but also

- knowing vs knowing how to find
(*an increasingly anti-intellectual approach to teaching, which should be reversed; teachers need core knowledge to respond swiftly, contribute to critical evaluation of discussion and suggested ideas, be trustworthy etc*)

→ status/reputation of the teaching profession

Aspects that Need Focus (when discussing the content of Teacher Education)

- **subject knowledge** (*teacher students should have very good basic knowledge in their discipline: foundation for building bridges and creating links; this grows confidence, establishes a trustworthy relationship with pupils etc*);
- **creativity** (*how to „teach“ creativity? teachers designing „tools“ to be used that are not available in textbooks, workbooks, online resources*);
- **core** competences (*support teacher students and teachers in helping pupils develop their core competences within academic disciplines on a daily basis; developing core competences as integral part of subject syllabi*),
- **formative** assessment (*applying principles in the upper secondary school too; formative assessment to evaluate achievement of study objectives*),
- **integrated** learning (*no need to further the division between sciences and humanities; teachers of physics and music; teachers of art and chemistry etc*).

Potential (Teacher Education, EE)

- scholarships and subsidies for students (*attract bright pupils to continue their education to become teachers; scholarships tied to working at schools (at least) for a certain period of time; hand in hand with forging teacher identity*),
- continuous teaching practice at partner schools during university studies (*co-operation between universities and schools: teacher students do their Master's programme at universities with continuous teaching practice and some courses at schools were they are supervised by teachers; in turn supervising teachers see themselves as researchers*),
- (discipline-specific) teaching methods are (at least) as important as educational psychology (*although we lack the knowledge about tools to be used in classrooms in 20 years, we should not avoid „teaching about good tools“ to be used today; balance between theory and practice, relying on personal experience and international studies*);
- redesigning national curricula (*allowing teachers to achieve depth in their co-operation with pupils, e.g in Estonia all pupils need to learn 14–15 different subjects until going to university – for the most able pupils this veski a good and broad understanding, for many it serves as an impossibility to build on strengths and develop on some chosen weaknesses*),
- (re)defining the identity of a teacher,

Potential (Continued Professional Development)

Not a system but some thoughts and experience to be shared.

- not only universities but also teacher NGOs, schools (*schools and teachers taking responsibility in life-long learning for teachers, designing seminars and conferences based on the very reality of school life*),
- joint courses between schools, lessons at museums (*designing these is a wonderful option for teachers to enhance their own understanding of the world, to learn more; teaching courses jointly with your colleagues is hugely beneficial*);
- designing elective courses, extra-curricular activities (*motivation to grow as a teacher, build on your strengths and interests, become an expert in specific areas*),
- contribution to writing textbooks (*time allocation enabled by senior management; allowing teachers *to do more* than teaching, based on both personal teaching experience and generalised studies and findings*),
- (science) olympiads (*both national and international: further co-operation, good motivation for self-development, to value knowledge, skills, understanding*),
- professional standards for teachers (*should be designed so to support life-long learning and promote contributing to developments in education*),
- teaching abroad for a semester (*applying the experience got in your own classroom and much more; use the experience to shape national educational policy*).

= BEING PART OF THE CHANGE AND BEING THE CHANGE...