Teachers as Learners

WORLD TEACHERS’ DAY, NEW ZEALAND
SHARON FEIMAN-NEMSER, BRANDEIS UNIVERSITY
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Overview

1. Personal story of learning to teach

2. “Lay” theories of teaching and learning to teach

3. Three aspects of teacher learning
A Personal Story of Learning to Teach

- SHAPING A PROFESSIONAL IDENTITY AND PRACTICE
- FRAMING A RESEARCH AGENDA
Reading the “Romantic Critics” in the 1960’s
Forming a vision of student-centered, responsive teaching
The writer struggles to embody his experiences and concerns in a literary form. The reader responds to the work; he attempts to understand the writer’s created world. He sees the world through his own experience which in turn is colored by the work. The work is a construct from the writer’s life; for the reader, a reflection of worlds he has known or an introduction to views of the world he may come to know...

from the Introduction to the Unit
Lay theories of teaching and learning to teach
Lay theory #1:

Good teachers are born not made.
### Teaching as “unnatural” (based on an argument developed by D. Ball, U of Michigan)

<table>
<thead>
<tr>
<th>In ordinary life we….</th>
<th>In teaching, we…</th>
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<tbody>
<tr>
<td>Ask questions when we don’t know the answers;</td>
<td>Ask questions when we do know the answers.</td>
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<tr>
<td>Try to do things for others;</td>
<td>Let students do things for themselves.</td>
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<tr>
<td>Protect people from making mistakes;</td>
<td>Use mistakes as a window on student thinking.</td>
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<td>Help people in need;</td>
<td>Let students struggle in order to learn.</td>
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<tr>
<td>Like or dislike whomever we wish;</td>
<td>Seek strengths in every student; help all learn.</td>
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<tr>
<td>Consider it a virtue to “be yourself;”</td>
<td>Expect teachers to be professional.</td>
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Teaching as a complex practice
Lay theory #2:

If you know your subjects, you can teach them.
Think of a story to represent this problem:

$$1 \frac{3}{4} \text{ divided by } \frac{1}{2} =$$
Knowing content for purposes of teaching

Content Knowledge for Teaching

Pedagogical Content Knowledge
Lay theory #3:

In learning to teach, experience is the best teacher.
Experiences are educative if they engage the learner’s present capacities, needs and purposes in ways that contribute to richer experiences in the future.

Experience and Education (1938)
Aspects of Teacher Learning

- PREPARING TO TEACH
- LEARNING WELL FROM EXPERIENCE
- LEARNING WITH AND FROM COLLEAGUES
Preparing for teaching

What should teachers learn BEFORE they begin teaching?
## Continuum of Teacher Learning (Feiman-Nemser, 2001)

<table>
<thead>
<tr>
<th>Preservice phase</th>
<th>Induction phase</th>
<th>Inservice phase</th>
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<tbody>
<tr>
<td>Examine prior beliefs; form vision of teaching</td>
<td>Learn the context (e.g. students, school culture, families)</td>
<td>Refine and share a vision of good teaching</td>
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<tr>
<td>Learn subject matter knowledge for teaching</td>
<td>Form a professional identity</td>
<td>Deepen subject matter knowledge for teaching</td>
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<tr>
<td>Learn about learners and learning</td>
<td>Create a classroom learning community</td>
<td>Refine ability to work with diverse learners</td>
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<tr>
<td>Develop a beginning repertoire</td>
<td>Design and enact a responsive curriculum</td>
<td>Extend &amp; refine repertoire</td>
</tr>
<tr>
<td>Learn to study and improve one’s teaching</td>
<td>Form the habit of learning in and from teaching</td>
<td>Develop skills to study &amp; improve teaching with colleagues</td>
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</table>
Core Practices of Teaching
from TeachingWorks, University of Michigan

1. Posing questions about content.
2. Choosing and using examples, models and representations of content.
3. Leading whole class discussions.
4. Working with individual pupils to elicit and develop their thinking about content.
5. Setting up and managing group work.
6. Establishing norms and routines for classroom discourse.
7. Designing a sequence of lessons on a topic.
9. Analyzing and improving specific elements of one’s own teaching.
Learning in and from practice

- in real and virtual settings
- in the work teachers do
Learning with and from colleagues

Collegiality will need to support a critical stance toward teaching. This means more than simply sharing ideas or supporting one’s colleagues.

It means openness to new ideas, willingness to reject weak practices, welcoming constructive criticism, accepting joint responsibility for student learning.

Lord, 1994
A Call for Teachers

“Teachers’ professional knowledge and skill are the most important factor for quality education. On this World Teachers’ Day, we call for teachers to receive strong training upfront and continuing professional development and support.”

Irina Bokova
UNESCO Director-General
5th World Teachers' Day

A call for teachers!