



For Learning in Teacher Education



Website: [www.go.herts.ac.uk/FLiTE](http://www.go.herts.ac.uk/FLiTE)

Email: [FLiTE@herts.ac.uk](mailto:FLiTE@herts.ac.uk)

Twitter: @FLiTE737

## How to use the stories

Each of the FLiTE stories has suggestions for your use of the story. Many of these ideas have been contributed by the teacher educators taking part in workshops. You may decide that you would like to use a story in a different way, or to swap around the ways you use the stories. Here are some ways you could use the stories in your own workshops.

Suggestion of how to use the story		Story using this suggestion
<p><b>Giving the story a title</b></p> 	<p>Read through the story and identify the teacher educator's dilemma(s).</p> <p>What title would you give the story? Listen to the titles that others have given the story and why. Do you want to change the title that you have given the story?</p> <p>(None of the stories have been given titles because we noticed that different people will notice different things within the stories of importance to them. Providing a title would have restricted the learning that you could get from the stories).</p>	All
 <p><b>Final thoughts</b></p>	<p>Consider what you have learnt from the story and the activity.</p> <p>Share this with the group.</p>	All





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<p><b>Resonance/ dissonance</b></p> 	<p>Which parts of the story resonate with your experience and where is there dissonance?</p>	<p>1</p>
<p><b>Perspective taking</b></p> 	<p>Look at the story through the different perspectives of each of the participants within – student-teacher, mentor, teacher educator, others...</p> <p>This can be done through sharing out the participants in your group, and then discussing together, hearing from each perspective.</p>	<p>2</p>
<p><b>Highlighting significant words</b></p> 	<p>Highlight the significant words in the story for you.</p> <p>What does this show you about the story, and about you?</p> <p>How does this compare with what others felt was significant in the story?</p>	<p>3</p>




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<p><b>Slicing</b></p> 	<p>After the challenge has been laid out, slice off the way that it was handled and discuss together ways that this situation could be handled. Then look at what the storyteller did.</p>	<p>4 &amp; 5</p>
<p><b>Role playing</b></p> 	<p>Perspective taking can be developed further into taking on the roles of the different participants and exploring how you would respond to different ways to dealing with the challenge.</p>	<p>6</p>
<p><b>Critical incident(s)</b></p> 	<p>Identify what you see as the critical incident in the story.</p> <p>What led up to this?</p> <p>What made it critical for the learning of the teacher educator?</p> <p>What learning can you get from this incident?</p>	<p>7</p>





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<p><b>Identifying strategies</b></p> 	<p>What strategies were used by the teacher educator(s) in this story.</p> <p>How did this promote learning for the teacher educator and the student-teacher?</p>	<p>8</p>
<p><b>Positive feedback</b></p> 	<p>Consider how the participants in the story are feeling.</p> <p>What positive feedback would you give to the teacher educator(s) in the story?</p> <p>What positive feedback would you give to the student-teacher?</p>	<p>9</p>