



Student-teacher Story 8



Read through this story and see what you notice in this student-teacher's story.

Part 1: The issue:

Near the beginning of my school-based experience I was preparing long PowerPoint slideshows with lots of details of all the things that I wanted the pupils to learn in my lessons. I was anxious to make sure I didn't forget anything, and I often ran out of time during the lesson. My mentor pointed out to me that the pace of my teaching was not keeping the pupils engaged. However, I was perplexed about what I could do.



What would you do?

Discuss together.

1. What is the problem? What is your impression? What are your first thoughts?
2. Identify with the student-teacher. What would you do in their shoes?
3. What support could you give as the school-based mentor?
4. What support could you give as the centre-based teacher educator?

Now read the second part of the story.

Part 2: What happened?

I went to the centre-based session that week which introduced me to the concept of cognitive science. I thought this was very useful, as the session included ideas that we could put into practice straight away based on this theory. I was able to see what I could do to improve my slides and hopefully to help with the pace of my lesson and the engagement of the pupils. I went through the slides that I had prepared for my next lesson and made them much simpler and I cut down the number of slides. I wrote myself key notes so that the lesson was more purposeful. I was excited to see the impact of these changes on my class. When my mentor observed the lesson, she noticed that the slides were clearer and easier to follow and that the pupils were more engaged. I still didn't get the ending right – as I had still prepared too much material. Later I reflected on the lesson and I was really impressed at the impact putting that theory into practice had on my teaching.

What was learnt?

I think this incident near the beginning of my course helped me to value the centre-based sessions and to try to take something away each week that I could put directly into practice to see if the ideas would work for me. I suppose I was more attentive and tried to make a mental note when there were ideas that were attractive to me but weren't directly relevant to the coming week. I found it very helpful to be able to discuss the ideas with the other student-teachers, as some things seemed to work better for others, or in different settings. It was a bit like having a backpack and adding in things that might be useful as we went through the year. Some weeks I could unpack things from the backpack that were really helpful, sometimes they didn't work so well – but comparing notes with others helped me to see different ways to use those ideas.



Compare your solution with what happened.

- What are your thoughts?

The student-teacher gave this story the title: Adding to my backpack!

- Is there useful learning in this story that you could use with your student-teachers?



Taking it further: Pace and purpose

- How do you support your student-teachers with the pace of their lessons?
 - How do you help them to ensure that every part of their lesson is purposeful?
 - What does this mean for planning?
 - How will this be enacted in the classroom?
 - How will the intended pace and purpose be shared with the pupils?

Here are some interesting thoughts on pace and purpose.

(<https://jamesdurrant.blog/2019/08/13/some-thoughts-on-pace/>).

