



## Student-teacher Story 3



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

### Learning in different settings

#### Part 1: The issue:

I completed my second placement at a school in which I was teaching in a different key stage from the one I was working in at my home school. I was afforded the experience of working with an experienced teacher, with well delivered literacy lessons, who allowed me to first observe, then team teach and then deliver. To further add to this, I was able to observe how literacy was delivered for all year groups and to see the transition and differences between each year.

On arrival back at my home school, I was asked to plan the next unit of literacy for year 1 and to take ownership of the unit. I am very much the type of teacher that if asked to do and plan something I will get to work straight away. I planned the unit using my learning from the other school placement but was then told that I was no longer required to do the planning. The year 1 teacher whose classes I was teaching was not happy with my changes to the unit, and it caused some friction. It was a bit frustrating but I remained professional and got on with what I was asked to do.

I knew I had the correct intentions for the pupils but did not want to appear unprofessional. I explained the reasoning behind my proposed changes to the unit in open discussion with experienced teachers. I had a slight concern throughout the year as it felt as though the literacy was planned and delivered for lower attaining pupils only. It was something I felt uncomfortable with as the higher attaining pupils within the class were not being extended. I thought this in effect caused issues with low-level disruptive behaviour in the classroom.



### 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?

At this point the story does not mention any of the teacher educators in this partnership.

3. What solution would you offer? Who would need to be involved?

- Now read the second part of the story.

## Part 2: What happened?

At the end of the Easter term there were some major changes to teaching staff, and I was asked by the Head to become the year 1 teacher for the remainder of the year. In discussion with the other teacher in year 1, we began adapting the unit to better prepare pupils for the transition into year 2. We planned for two learning points per lesson with a focus on handwriting too.

The lessons were going very well. Pupils' writing capabilities were much improved as was their handwriting; they were writing paragraphs as opposed to only a few words. Other staff members commented on the new format and the improvements being made by pupils.

## What was learnt?

I think from this experience I have learnt the importance of always remaining professional, explaining your reasoning but also not being 'precious'. Sometimes you must let things go and move on. Learn and have professional conversations and make observations with other teachers. Watch good practice. Learn from it and when you go into your first year of teaching, use your observations of different practice and make your class your own, using those experiences to be the best teacher you can be.



Compare your solution with what happened.

- What are the similarities?
- What are the differences?
- Would the strategy used here be a strategy you could use too?

How could the centre-based teacher educator contribute to the student-teacher's learning relating to the friction they felt regarding behaving professionally towards another member of staff and doing the best for the pupils?



## Professional dilemmas in initial teacher education

We experience many incidents that provide opportunities for personal and professional development. Being able to identify these incidents in the moment and then stepping back and considering the bigger picture and what can be learnt through them is an important part of our own professional learning.

Take time together to identify some recent incidents that you or your student-teacher have experienced. For each one ask:

- What additional learning is there in this incident that will help this student-teacher to develop their professional attitude and behaviour further?
- Can I use this incident to explicitly model professional attitudes and behaviour for my student-teacher?

You may find useful: [FLiTE Teacher Educator stories 4 & 8 about issues around student-teachers' professionalism.](#)

