# ON BEING A TEACHER

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Reference

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personal knowledge

Retrieving existing concepts

□ Who was your best teacher throughout your whole student life? Briefly describe some of his/her methodology/attitudes…

□ What constitutes good teaching?

□ What should teachers know?

□ How does one become a teacher?

meaning making # 1
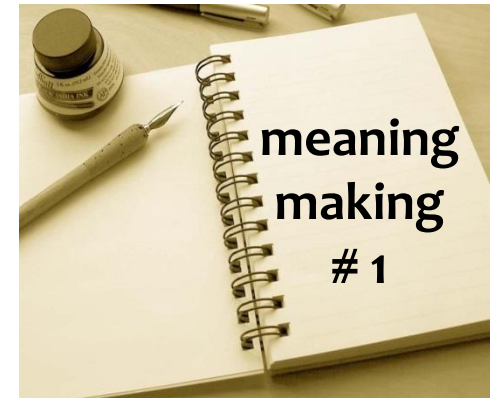
A brief look at media discourses

How do the following texts conceive of

"teacher"/ "teaching"?

meaning making # 2

TEXT 1
Source: unknown
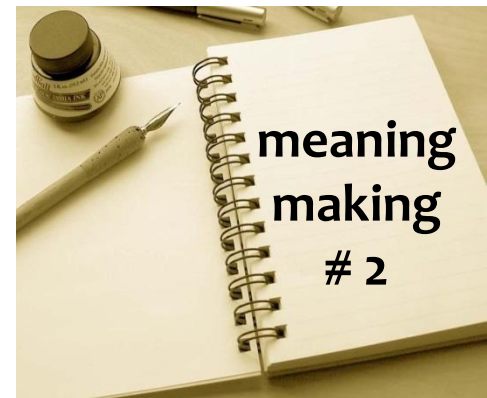
Diagrama de cursos

UM GUIA PARA OS INDECISOS.

GOSTA DE DINHEIRO?

Sim

Não

Cara, fluxogramas são coisa de viado. Vamos beber?

Você é criativo?

... Claro que sim.

Não, obrigado.

Sim

Para que ser criativo? No fim todos nós vamos morrer.

Mesmo?

A quantidade de cerveja que nós temos é o suficiente?

Gosta de ter tempo livre?

Sim!

... não.

Sim

Não

Ahn?

Compre mais cerveja.

Não entendo disso. Mas conheço alguem que entende.

Exatamente!

Ciências da computação

Medicina

Artes Visuais

Letras

Filosofia

Engenharia Comunicação

TEXT 2

Vídeo: **Um bom professor, um bom começo**
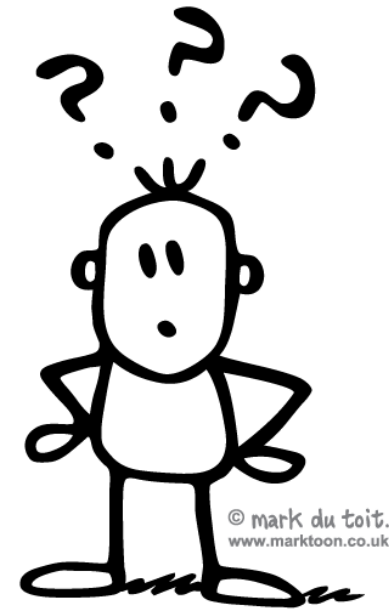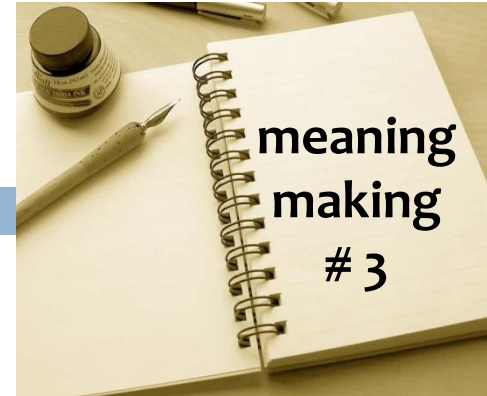http://www.youtube.com/watch?v=2fgE2hGZbA8

TEXT 3
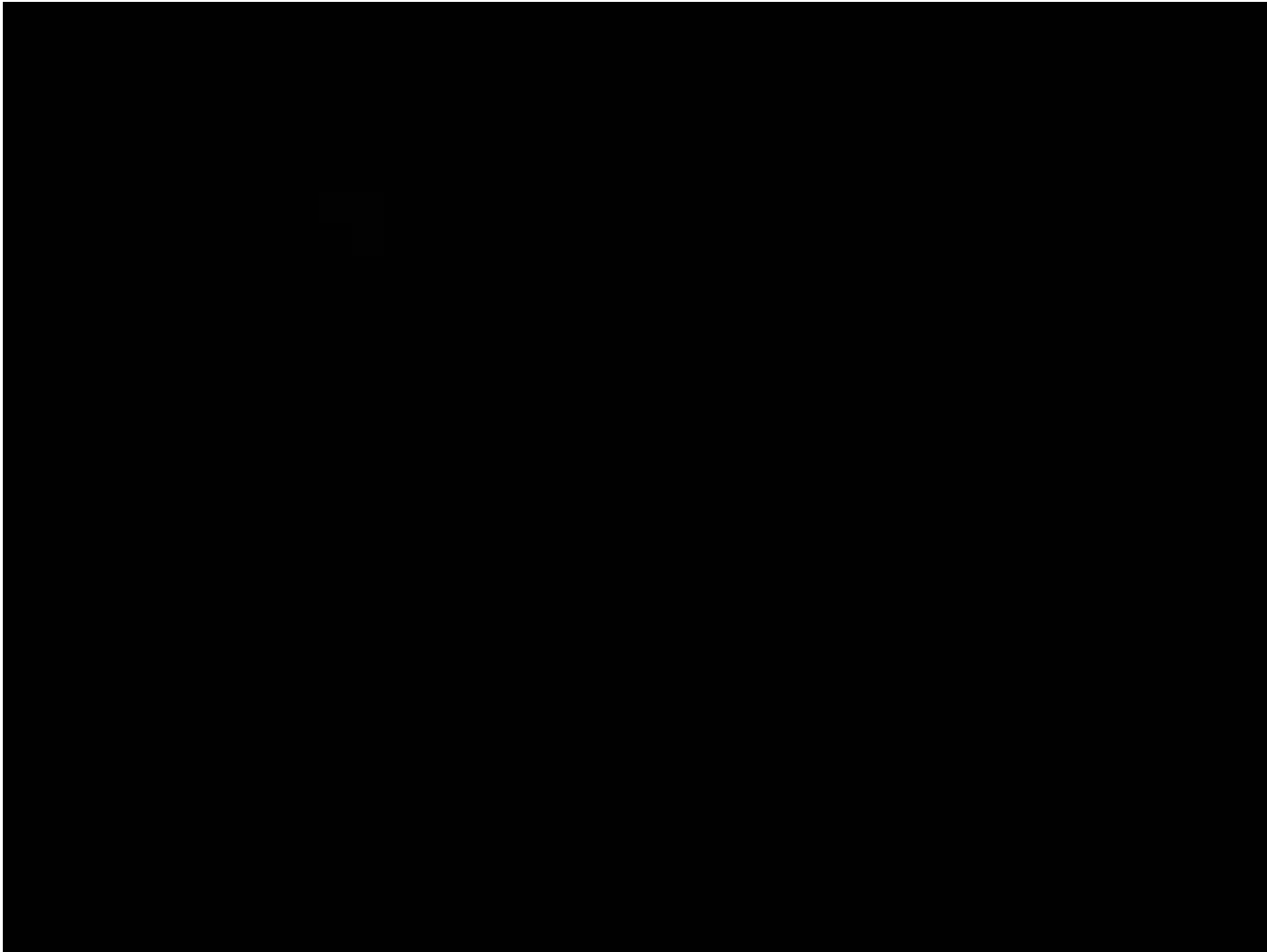
Vídeo: **Miracle Workers**
http://www.youtube.com/watch?v=neslRBRo_wc

Being a teacher

meaning making # 3

- A gift?

- A behavior that can be learned through training?

- A complex activity that involves wider aspects?

Cultural myths on "teacher"

The identity of teachers is overpopulated with **cultural myths** (Britzman, 1991):

- "Everything depends on the teacher".
- "The teacher as an expert".
- "Teachers as self-made" (the "natural" teacher, the one who possesses essential features such as talent, vocation, intuition)

The danger of cultural myths as Britzman states:
they position situations and identities as given without the quality of contingency

Stereotypical images

- "You look like a teacher"
- "Funny, you don't look like a teacher"
- Teachers are said to look bookish.
- Teachers are said to look brainy.
- Teachers are said to look like an old maid. (!)

"Stereotypes engender a static and hence repressed notion of identity as something already out there, a stability that can be assumed" (Britzman, p. 5)

The "gifted" teacher

- Teaching would rely on talent

- Gift / talent: essencialist view of subject and knowledge

- Post-modern scholars: going beyond this biological view of the subject
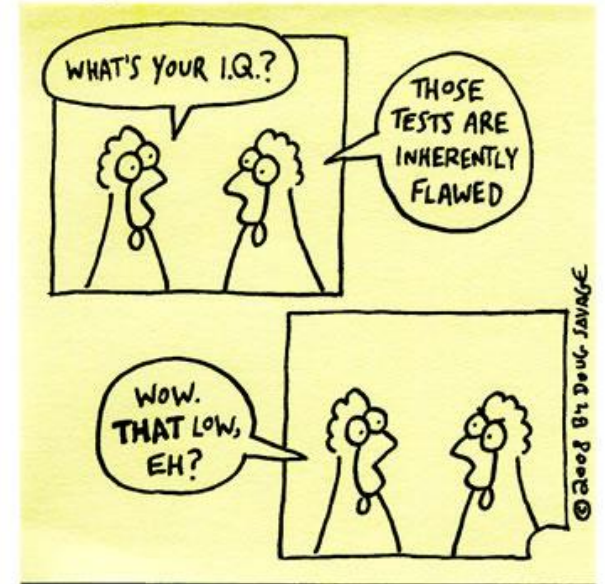
The "trained" teacher

- The teacher as technician
- No room for creativity, autonomy, critique
- Follows coursebooks / teacher's manuals
- "anyone" can teach: TTC in a week!

Modern times, by Chaplin (1936)

pedagogical knowledge

Text 1: Ur

Clearing up the terms

- **professional**
- lay
- amateur
- technician
- academic

Which differences are stated by Ur? Do the differences make sense to you or would you put it differently? In a nutshell, what makes the English teacher professional? How valuable is such professionalismin the area?

Professional vs. Lay

For those who already teach:

- On being a teacher, do you feel like part of a professional community? If so, which ones?

For those who (still?) don't teach:

- Have you ever thought of the English teacher as member of a professional community? How valuable would that be?

Professional vs. Amateur

- Teaching for fun, for money, for the love of it...
- No preservice or in-service teaching courses
- Knowledge/Methodology: which one(s)?
- First amateurs, then professionals...

Food for thought:

If some of the English teacher amateurs teach so well, how do you justify the importance/necessity of professional development?

Professional vs. Technician

- "The native English speaker is a technician, in the sense that he or she is skilled in speaking English; the English teacher is in principle a professional: He or she cannot only speak the language, but also explain why it works the way it does and what different bits of it mean, and knows how to mediate it to learners in a form that they grasp and learn (...)"

(p. 389-390)

"Professores americanos 24 horas por dia"

OpenEnglish ad

Professional vc. Academic

- Theory versus practice: an old dichotomy
  - University realm = characteristics?
  - Classroom realm = characteristics?

Food for thought:

- Do teachers produce theories?

(cf. Kumaravadively and his post-method pedagogy)

The English teacher as professional?

"There are still many amateurs around, who think that it is enough to know English in order to teach it, resulting in lowering of teaching standards; there are too many academics telling us how to teach, and too many 'technician' teachers. Perhaps there are too many laypersons in positions of authority, taking or causing ill-informed decisions on the management of the learning of English in schools or teacher training." (p. 391-392)

Food for thought:

How do YOU position yourself towards English teachers amateurs?

Text 2: Goodwin

Two strong beliefs in the field

A pendulum...

- Belief 1: there is the widespread perception that teaching ability is more innate than learned, which continues to fuel opinions about pedagogy as unnecessary because good teaching relies primarily on content knowledge and "verbal ability" (p. 20)

- Belief 2: learning to teach is complex and requires the acquisition of specialized knowledge and methods through formal study and apprenticeship (p. 20)

Globalization: five emerging issues

Human mobility

Interdependence / interconnectivity

Transnational employment

Greater disparities and new social classes

Large-scale displacement / forced migration

Global Implications

- More and more diverse classrooms
- Teachers from different backgrounds
- Students with unique and challenging needs

Do you recognize such implications in your surrounding area?
Are these implications true to Brazilian contexts?

Local implications?

Local implications?

A-98: Why in a different way... How do you know? There are coincidências..
A-98: The problem of the chat is that here we feel "desestímulo" for "profundas" questões, isn't it?
A-98 : Then I think that you two are occupate...
C-00: Yes, Teacher. I´m "chied" and I´m beging the practice in the chat. But, I´m a little slow..

(...)

A-98: You would like to go a happy (beer) hour with us?
C-00: Teacher, I´m very worried (and a little sad). The time is finishing and maybe I will not to complete all my tasks....

In: FONTES, M. C. M. Aprendizagem de inglês via internet: descobrindo as potencialidades do meio digital. Tese (Doutorado em Linguística Aplicada e Estudos da Línguagem) – Pontifícia Universidade Católica de São Paulo – PUCSP, 2002.

Goodwin's five knowledge domains for teaching

Jigsaw activity: defining, then addressing…

(1) personal knowledge

(2) contextual knowledge

(3) pedagogical knowledge

(4) sociological knowledge

(5) social knowledge

Where do teachers build such knowledges from? How do YOU expect to build your own knowledge domains?

Personal knowledge

□ Every student who enters a teacher preparation program has been through a laboratory in teaching and is filled with all manner of expectation, preconceived notion, implicit theory, assumption, and belief about teaching, learners, teachers, and schools (…) That is, impressions about who teachers are and what they do have already been formed from years of being a student in elementary, secondary, and even university classrooms (p. 22)

Looking back and forth from a genealogical, critical, (re)(de) constructive perspective ☺

Contextual knowledge

- no single program, no matter how extensive or comprehensive, can possibly prepare each fledgling teacher for every situation that might arise in the classroom. Classrooms are complex dynamic, and the children who inhabit them defy categorization, despite constant attempts to do so (23, 24)

- What is context? = What is local, national, global? (Monte Mór)

> Get to know your students: needs, preferences, skills, likes and dislikes. Then, relate to wider spheres. Be aware of difference ☺

Pedagogical knowledge

- Teacher educators know that methods, defined as strategies or teaching "tool kits", provide a sense of security, particularly to beginners. This is false security, however, because there are few "tricks of the trade" that will work universally. Of far more value than a collection of "how tos" will be the ability to study a situation, notice what students need, and invent appropriate practices (24, 25)

- Concept of **agency**

The teacher as an agent is possible provided that (s)he is able to base their attitude on sound concepts and practices that go beyond teaching methods ☺

Sociological knowledge

- On a global scale, we are witnessing unprecedented sociological changes that are having an impact on our schools and on what it means to teach well. (…) Clearly, no teacher, no teacher education program, no school, can be immune to these sociological transformations as society exponentially grows in complexity.

- We have always lived in a diverse world; the only difference now is that globalization has brought the world's diversity into high definition – diversity is no longer "out there" but right here. (p. 26)

Sociological knowledge

New teachers will need to confront their fears, prejudices, and misconceptions if they are to teach children of all races and ethnicities, children who have disabilities, children who are immigrants, migrants, refugees, (English) language learners, gay and lesbian, poor, academically apathetic, homeless, children who are different from them as well those who mirror them, and so on. Many of these children have been/are ostracized and ignored; many have been/are considered worthless, uneducable, damaged. Teacher preparation will need to become uncomfortable, a space for interrupting low expectations, deficit thinking, racism, classism, xenophobia, and all other kinds of isms, if our intention is to develop teachers who can uphold the rights of children and are equipped to interrupt schooling practices that are discriminatory and harmful. (p. 26)
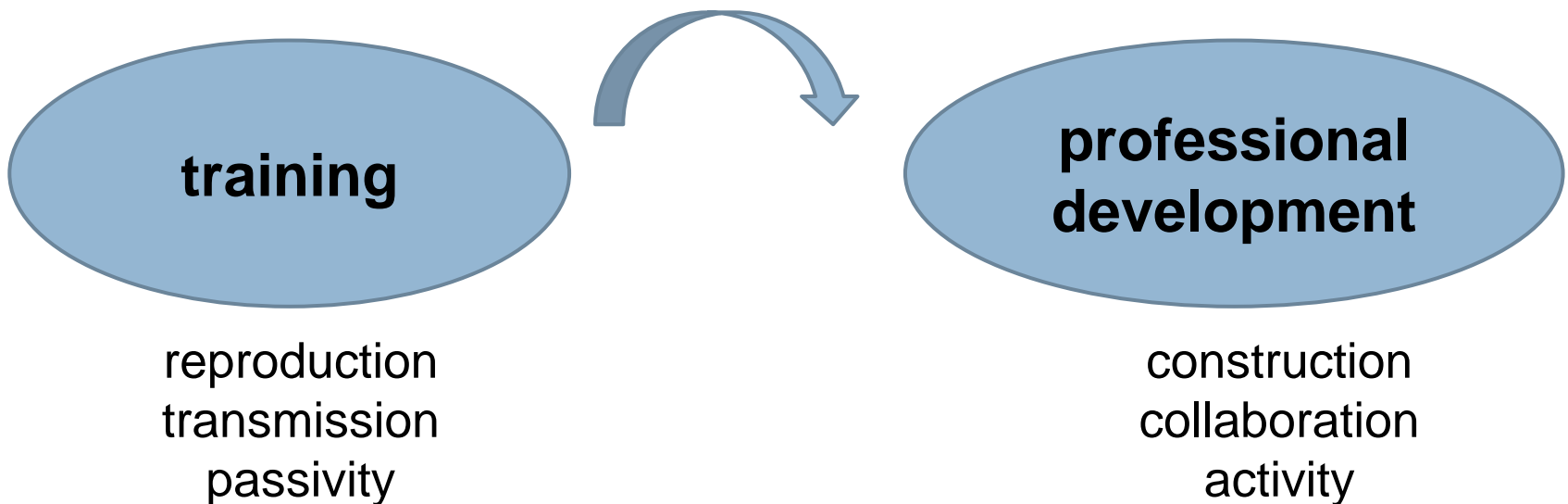
Social knowledge

- In a rapidly shrinking and increasingly complex universe, where work necessarily involves others outside one's immediate environment, the ability to participate effectively in democratic, cooperative groups is essential to teachers who are going to exert leadership in the field.

If teachers are to participate in the determination of school goals and policies, and are given the right to exercise professional judgment about curricular content and instruction – as many practitioners and scholars advocate they should be – they must be equipped for these responsibilities. This requires both professional expertise and professional authority to participate meaningfully in decision-making

Teacher Education models

- Look & Learn (knowledge comes from mimesis)
- Do & Learn (knowledge comes from practice)
- Read & Learn (knowledge comes from theory)
- Reflect & Learn (knowledge comes from self-reflection)
- Engage & Learn (knowledge comes from agency)

training

professional development

reproduction
transmission
passivity

construction
collaboration
activity

Towards a new teacher education...

"(…) we need to conceptualize teaching knowledge in ways that transcend the practicalities (and limitations) of discrete teaching skills and tools, to develop in our students ways of thinking about and approaching teaching and learning that promote the application of a professional repertoire to a vast array of problems and dilemmas, most of which cannot possibly be anticipated beforehand." (Goodwin, 2010, p. 23)

What might these problems and dilemmas be in today's classes?

Under construction: always!

"Teaching and learning have multiple and conflicting meanings that shift with our lived lives, with the theories produced and encountered, with the deep convictions and desires brought to and created in education, with the practices we negotiate, and with the identities we construct" (Britzman, 1991, p. 10)

Wallace's reflective model (1991)
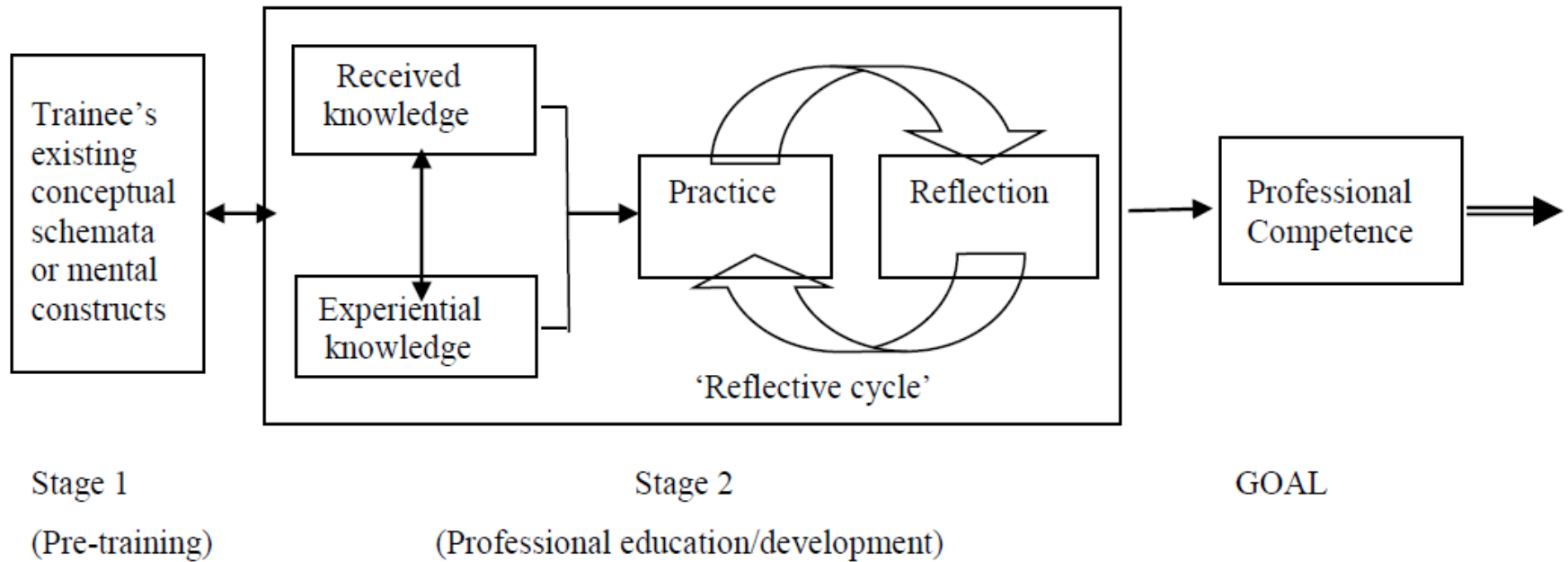
Where do you place the actions below in relation to Wallace's model?

- Reading assignments
- Input sessions
- Narratives
- Presentations

- Self-study
- Internship observations
- Internship interventions
- Planning

- Outcome analysis
- Sharing
- Communities of practices
- Ongoing research