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HERDSA
Curriculum Transformation
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Making good teachers together: Implementing authentic learning through the third space

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Quality teacher education

Ongoing improvement

Teacher preparation has an ongoing quest of finding the ways to improve teacher education. The third space (Zeichner, 2010) offers a place to learn and teach together. This study involved public school teachers who participated in a mentoring and professional placement supervision workshop and questioned about the relationship between the school an university

Authors

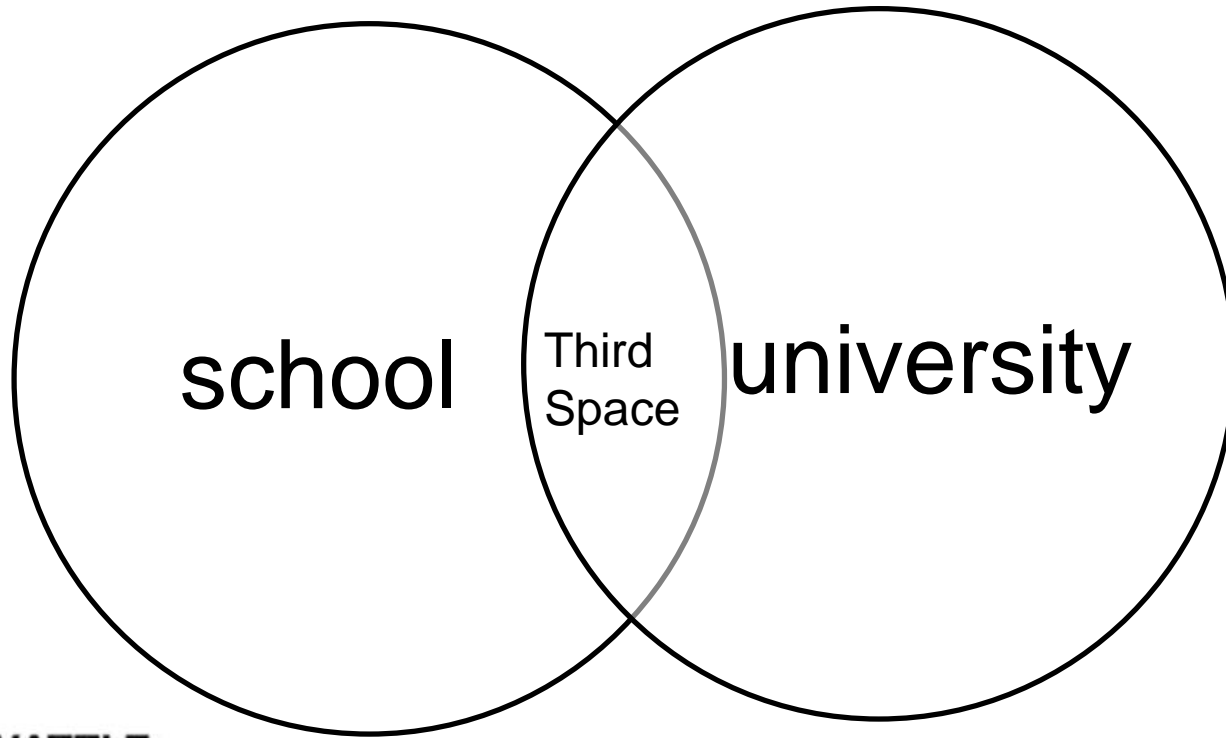
- Allard, Mayer, & Moss, 2014;
- Darling-Hammond, 2010;
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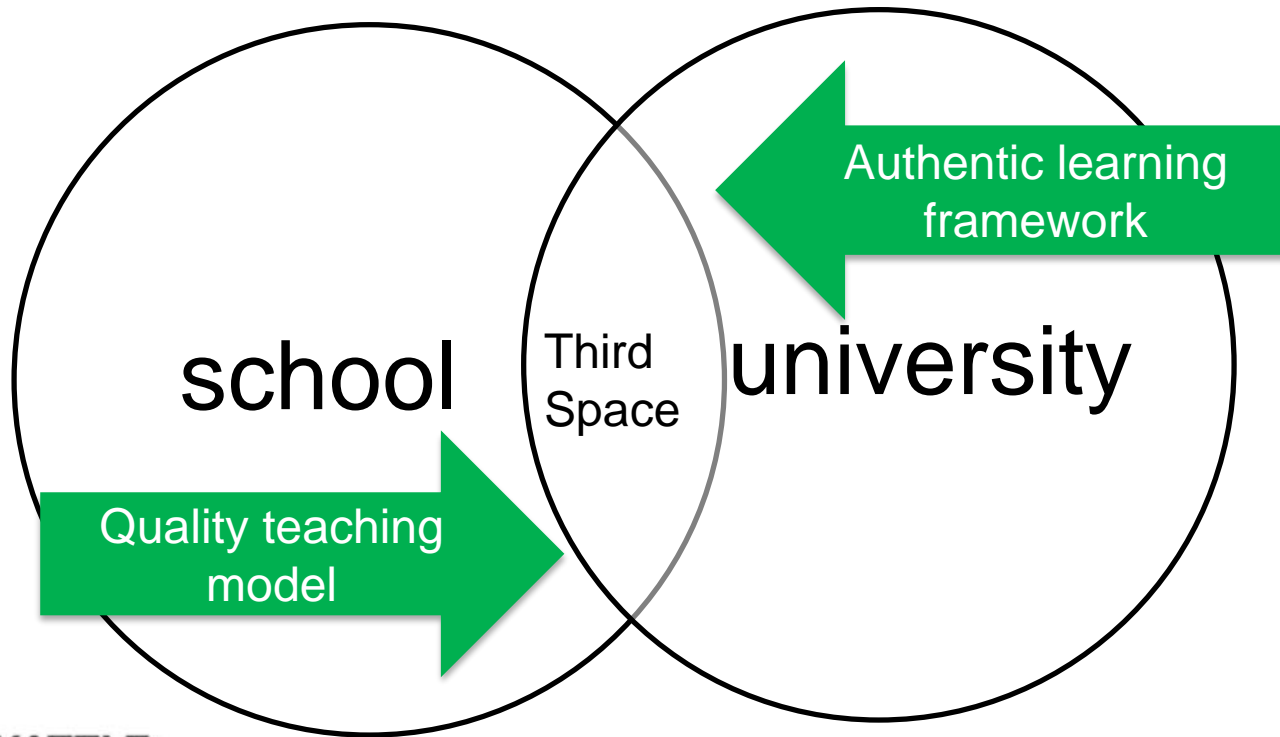


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Authentic Learning

Taken to new heights

Within teacher education, authentic learning experiences allow teacher educators to 'practice what we teach', rather than using traditional, lecture-style learning experiences to encourage pre-service teachers to employ innovative and effective teaching practices

Authors

- Herrington and Oliver, 2000;
- Endedijk & Bronkhorst, 2014;
- Hunt, 2006; McDougall, 2015;
- Smith, Butcher, Litvin, & Frash, 2015



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Challenges

Finding the Risk Takers

There are legitimate barriers to implementing authentic learning experiences that institutions must grapple with. Concerns range from a lowering of academic standards to the implications of negotiating ill-defined real-world problems, to logistical and financial difficulties, to the lack of a guarantee that it will improve quality.

Authors

- Hunt, 2006;
- Allen, Howells, & Radford, 2013;
- McDougall, 2015;
- Kiggins, Ferry, & Cambourne, 2005.



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Third Space

Working together differently

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- Zeichner, 2010;
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The bottom line...

“Teacher educators must worry not only about what to teach but how, so that knowledge for teaching actually shapes practice and enables teachers to become adaptive experts who can continue to learn”

Darling – Hammond, 2006



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My story

- Core subject, 2nd year primary education degree
- 2011 subject coordination
- Fairy Meadow Demonstration School
- 180 – 235 students, 13 weeks



EDPD202 experience

- 2011 – 2017 these large groups of students have attended a two hour lecture on campus at the university as a whole cohort
- alternate Thursdays, students make their way to the ample parking lot or free bus shuttle access and attended a three hour session at FMDS
- tutorial, mini-lecture and classroom experience, every other week for 12 weeks.



Learning in situ

Making connections between theory and practice



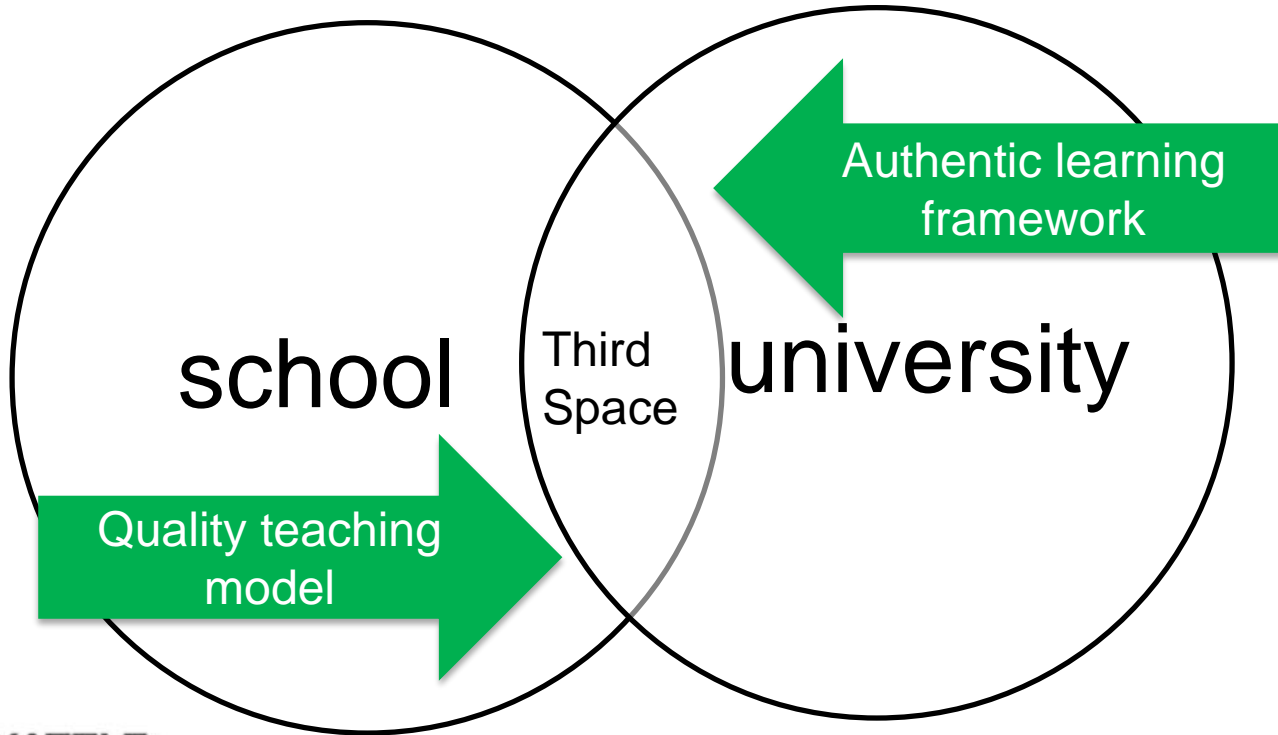
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Next step

EMPATH

Experts Mentoring Preservice Australian Teachers Holistically

- 6 hours BOSTES accredited professional learning
- Mentoring, Pex reporting, APST graduate standards and assessment practices
- Assessment marking team
- Comparative marking and discussion



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Are you an Educational EMPATH?

Experts Mentoring Preservice Australian Teachers Holistically

Join us for six hours of BOSTES accredited professional learning in mentor training, PEX reporting, APST graduate standards, and assessment practices for preservice teachers.

A joiner initiative between
UOW and FMDS

Session Times:

Monday July 18th 9 am - 1 pm

Wednesday August 3rd 3.30 - 6.30 pm

Lead Teachers

- > are skilled in mentoring pre-service teachers, using activities that develop knowledge, practice and professional engagement in others.
- > apply skills and in-depth knowledge and understanding and share this information with colleagues and pre-service teachers.

- Highly accomplished teachers
 - > provide colleagues, including pre-service teachers, with support and strategies
 - > take on roles that guide and advise others.

After 13 weeks...

- Teachers were asked to do a survey
- 29 questions – seven demographic questions, three closed questions and 19 open-ended questions
- 85% response rate
- Nvivo and themes



Relationship

- Trust
- Confidence
- Regular visits – coffee, staff meetings, share ideas, accept feedback



Communication

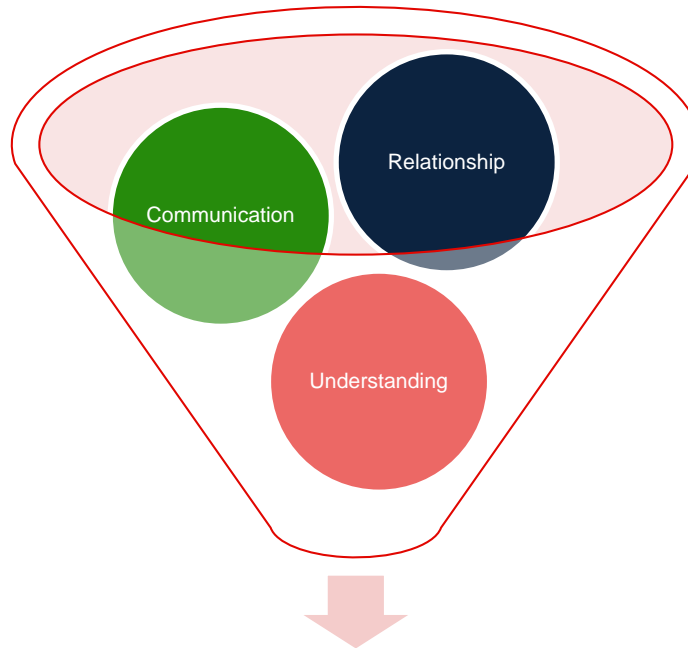
- What is the subject
- What is the aim, what will students learn
- Ability to ask questions
- Training like EMPATH



Understanding – “Buy in”

- Teachers need to believe in the importance
- See the mutual benefits
- Accountability factor





Third Space

mutually beneficial – the students, teachers, pre-service teachers and university staff learned from each other in every direction

Further research

- voices of all stakeholders (the school staff, the university staff, and the pre-service teachers) are heard as they consider how to move forward together
- examine the frameworks and structures that the school and university each bring into the third space, and how that impacts the partnership
- investigating how and why the school and university might come together into this third space
- identifying the factors that pull these two institutions together
- potential barriers



True collaboration and meaningful partnerships are at the heart of making experiences like this one successful.



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Thank you

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