Utilising democratic pedagogies to engage with preservice teachers' voices to co-create a supportive learning framework

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&

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CONTEXT

- 2-year initial teacher education program
- Final two courses of the Master of Teaching program – Primary & Secondary
- EDUC 5250 Curriculum Specialisation & EDUC 5272 Professional Experience & Reflective Practice 2
- Intensive course – 12, 3-hour workshops, over a 3-week period
- Contains the Teaching Performance Assessment (TPA)

CLASS CONTEXT

- Primary class

- 25 preservice teachers (PSTs)

- All PSTs had completed an undergraduate degree in a range of areas

- 3 PSTs teachers who had EALD

- 1 student who was a registered teacher

- No PSTs had undertaken any practitioner inquiry projects previously

- All PSTs had undertaken one placement in a primary school context

WHAT WAS THE PROBLEM?

- The TPA is a mandated assessment for all final year ITE graduates. The TPA requires PSTs to complete

1) a teaching placement;

2) an eportfolio with evidence that they have met the graduate teaching standards (AITSL 2009) and;

3) a practitioner inquiry project.

- PSTs have consistently found these requirements challenging

- The intensive nature of the courses

CONCERNS FROM PSTS IN 2020

'Very difficult course to alter being that it is all mandated by TRB requirement'

'In conjunction with EDUC 5250, this course [Reflective Practice 2] was a profoundly distressing and damaging capstone that inhibited my ability to perform on my final placement'.

RESEARCH QUESTION

How might democratic pedagogies enable the co-creation of a supportive learning framework?

WHAT WE TRIED TO DO DIFFERENTLY & WHY

We modelled for our PSTs the practitioner inquiry process & utilised turn-around pedagogies (Kamler & Comber 2005) to enable:

- Dialogic & democratic approaches to teaching and learning (Shor & Freire 1987)

- Access to the PSTs funds of knowledge (Moll, Amanti, Neff & Gonzales 1992)

- Scaffolding to meet high learning expectations (Luke 2012)

DATA

- Student understandings
- Teacher understandings
- Student artefacts
- Curriculum and assessment plans
- What happens in teaching and learning events

(Hattam 2021)

WHAT WE TRIED TO DO DIFFERENTLY & WHY

- Surveyed PSTs to ascertain scaffolds that were the most to least useful (beginning & end)

- Embedded scaffolds for the workshops based on the survey results

- Modelled pedagogies in each workshop

- Invited PSTs to engage in critical reflection with us

- Provided the opportunity for PSTs to engage in dialogue in different ways in each workshop

- Actively sought out feedback from PSTs to inform our practice

- Reflexively responded to feedback by re-visiting workshop slides through the course

- Explicitly demonstrated how the PSTs' feedback had been responded to in each workshop

- Introduced goal setting so that PSTs took greater responsibility for their learning

SURVEY

Dear Preservice Teachers

We are undertaking a practitioner inquiry project to explore the role of dialogic pedagogies in informing the development of a supportive learning framework within the RP2 and Curriculum Specialisation courses. As you are aware the RP2 and Curriculum Specialisation courses contain mandated assessments for the Teaching Performance Assessment (TPA) which are not designed by us. Within the SP2 RP2 and Curriculum Specialisation workshops a variety of strategies were planned and implemented to support the completion of the three components of the TPA. To assist us in continuing to design a supportive learning framework within the RP2 and Curriculum Specialisation courses, we would like your feedback on the strategies that you would value most highly in supporting your progress.

Please order the following strategies from the MOST to the LEAST supportive, with (1) being the most supportive to (10) being the least supportive:

☐ Providing time in workshops to work on the TPA assessments

☐ Modelling pedagogies

☐ Providing checklists with timelines for assessment requirements

☐ Providing an assessment handbook

☐ Explicitly linking workshop tasks to the assessment requirements

☐ Providing written feedback

☐ Providing verbal feedback

☐ Providing two formative assessment tasks prior to the summative submission

☐ Providing workshop preparation tasks that supported the completion of the TPA assessments

☐ The design of the Learnonline site to specifically address the TPA requirements

Please provide an overall comment as to why you ordered these strategies from most to least supportive

We would also like to gather your ideas on other strategies that we could implement to continue to develop a supportive learning framework in the RP2 and Curriculum Specialisation courses.

Please list and describe strategies that we could implement in the RP2 and Curriculum Specialisation Courses to continue to develop a supportive learning framework:

Please write you name if you are happy for us to contact you for further information.

Preservice Teachers' Name: _____

Thank you so much for your feedback and ideas. We look forward to working with you this semester and supporting you during your final courses in your program.

Shaan Gilson and Susie Raymond

SCAFFOLDS

Appendix 1- **Weekly Tasks Checklist - Reflexive Practice and Professional Experience 2**		
Workshop 1: Pre-workshop tasks- Intro to the placement/ Informed Practice Statements	**Self sign off**	**Peer sign off**
View *Intro lecture* on LOL under 'Lectures tab'- navigating the placement- make notes		
Placement Folder organised and labelled- **Appendix 3**		
Print out and action 'Before Lead in day 1' from **Appendix 2**		
Assignment 1 "report" addressing the focus areas for the standards- notes		

- Scaffolds such as specific checklists were put in place for PSTs to help them manage and prioritise their time.

- Checklist to provide support with setting up preparation for placement as well as viewing information, readings, and tasks designed to set PSTs up to plan effective units of work, understand the Australian Teaching Standards, be able to evidence their practice while on placement (as required for their mandated assessment)

DIALOGIC AND MODELLED PEDAGOGIES

POST BOX ACTIVITY

- Complete the questions on the Post Box sheet
- Cut up each answer and post them in the colour matching envelope
- As a group read through the responses to one of the questions
- Create a summary of the key ideas presented
- Discuss the ideas presented and then as a group pose some questions based on the responses or provide some solutions to some of the concerns or challenges.
- Think about how these ideas would work in your own context
- Be prepared to share a summary of ideas

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Cultural experience- Barriers for students

- Find your Ewok match
- Read over the Ewok language interpretation. Prepare a small exchange between you and your partner and practice this until you are fluent.
- Perform this to another pair. Can they work out what you are saying?

Discuss with your partner:

- What cues do you use to work out what someone is saying in another language?
- What are the challenges that students from ESL backgrounds face?
- What will you need to consider when planning your instructional time? Which focus areas does this align to?

➢ Pedagogies designed to promote dialogue about placement- PSTs have an opportunity to create shared concerns and then collaboratively work on solutions through dialogue and research.

➢ Pedagogies implemented were also designed to model approaches that PSTs could adopt and use in their classroom.

➢ The promoted empathy and understanding of each other and also the range of needs they will need to understand when on placement

DIALOGIC PEDAGOGIES

Look at some unit plans

- In groups review a unit plan and decide if this successfully aligns with some of the considerations on the following slides.
- What is missing?
- What is not clear?
- What has been done successfully?
- Make some notes for your own planning about what you like about the planners.

- Rotate the unit plans with the notes to see a range of unit plans

A unit overview:

1. identifies the **focus and context** for learning

2. identifies relevant aspects of the **achievement standard and provides clear outcomes for the unit**

3. identifies related **content descriptions** to support teaching and learning

4. clarifies the **evidence of learning** that will be gathered in the **assessment**

5. provides a **marking guide** illustrating the depth and breadth of learning links to prior and future learning and to other learning areas if appropriate

6. outlines **teaching and learning strategies** that reflect the nature of the learning area

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Queensland Curriculum & Assessment Authority
Planning for teaching, learning and assessment
Prep–Year 10 –July 2019

- Sample unit plans were provided for PSTs to review and discuss in terms of their existing understanding of planning and the requirement checklist for unit planning we provided.

- The aim was to provide modelled samples of planning and for them to take ideas and understand how to incorporate into their own unit planning-needed to have all unit plans completed before starting placement.

SEEKING FEEDBACK

Tweet about it!

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In 55 words or less write about one specific strategy that worked for you and why

- Opportunity to ask any clarifying questions about the assessment
- Opportunity to see PI in action via video clips
- Opportunity to work with peers and tutors to refine your topic and inquiry question
- Exit card to begin working on the assessment
- Opportunity to provide feedback on the above scaffolds

At the end: #any ideas for our next workshop

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RESPONDING TO FEEDBACK

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Developing a Supportive Learning Framework

- Dialogic and turnaround pedagogies to support student learning

What helped you in the last workshop:
- working on proposal
- working in groups
- watching a video
- discussion
- looking at Susie's PIP example
- Feedback from tutors
- Feedback from peers
- Deep diving into data analysis

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Developing a Supportive Learning Framework

Scaffolds in todays workshop:
- Opportunity to ask any clarifying questions about the assessment
- Explicit teaching of data analysis
- Practising identifying data sources, the data analysis process and significance of the data
- Time to work on your inquiry project
- Exit card to check you are on track with your project
- Opportunity to provide feedback

GOAL SETTING

What's your role?

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So far the scaffolds have been numerous. We have responded to your requests for more and more scaffolds, but....is this helping your learning?

In turnaround pedagogies, we must turn to ourselves and turn to others to inform our own learning/teaching.

Fold your paper in half. On one side list the scaffolds that have been provided by us, on the other side, list the things you have done as a learner to support your own learning.

Now, write a professional learning goal for yourself for the next workshop.

Take a photo of your piece of paper before handing it in.

Developing a Supportive Learning Framework

University of South Australia

- Dialogic and turnaround pedagogies to support student learning

Let's look at the self-reflective task from workshop 3 and how I am organising the data for this project.

Workshop 3 data

Tutor scaffolds	Self-regulated learning	Learning goals
Working on assessment in class - Exit card	Seeking out tutor support - Asking questions	Revisit and complete sections of the assessment template - Select case studies - Clarify sub-questions - Create a timeline and checklist to complete the assessment
Inquiry examples - Reports - Questions	Sourcing literature	Liaise with the supervising teacher
Explicit teaching of inquiry components - Workshop content	Working independently to complete the assessment - Taking responsibility for learning - Utilising time - Rearranging commitments - Making lists	Locate literature
Setting expectations for learning - Checklists - Template - Assessment handbook - Personal goal setting - Prep tasks	Completing the workshop prep tasks	Bring questions to class

WHAT HAPPENED

From the data and an insiders perspective (Chavez 2008; Merriam 2001), the most supportive approaches were:

- *Collaboration*– peer to peer, small groups and whole group work

- *Feedback* - oral feedback from tutors, student feedback regarding scaffolds

- *Dialogue* – group discussions, tutor to student, peer to peer

- *Modelling* – modelling the practitioner inquiry process with examples

- *Explicit guidance* - assessment tasks

- The PSTs had funds of knowledge that they didn't recognise

- The PSTs provided insights into the role of students and teachers that led to the development of a supportive learning framework

EXAMPLE FRAMEWORKS
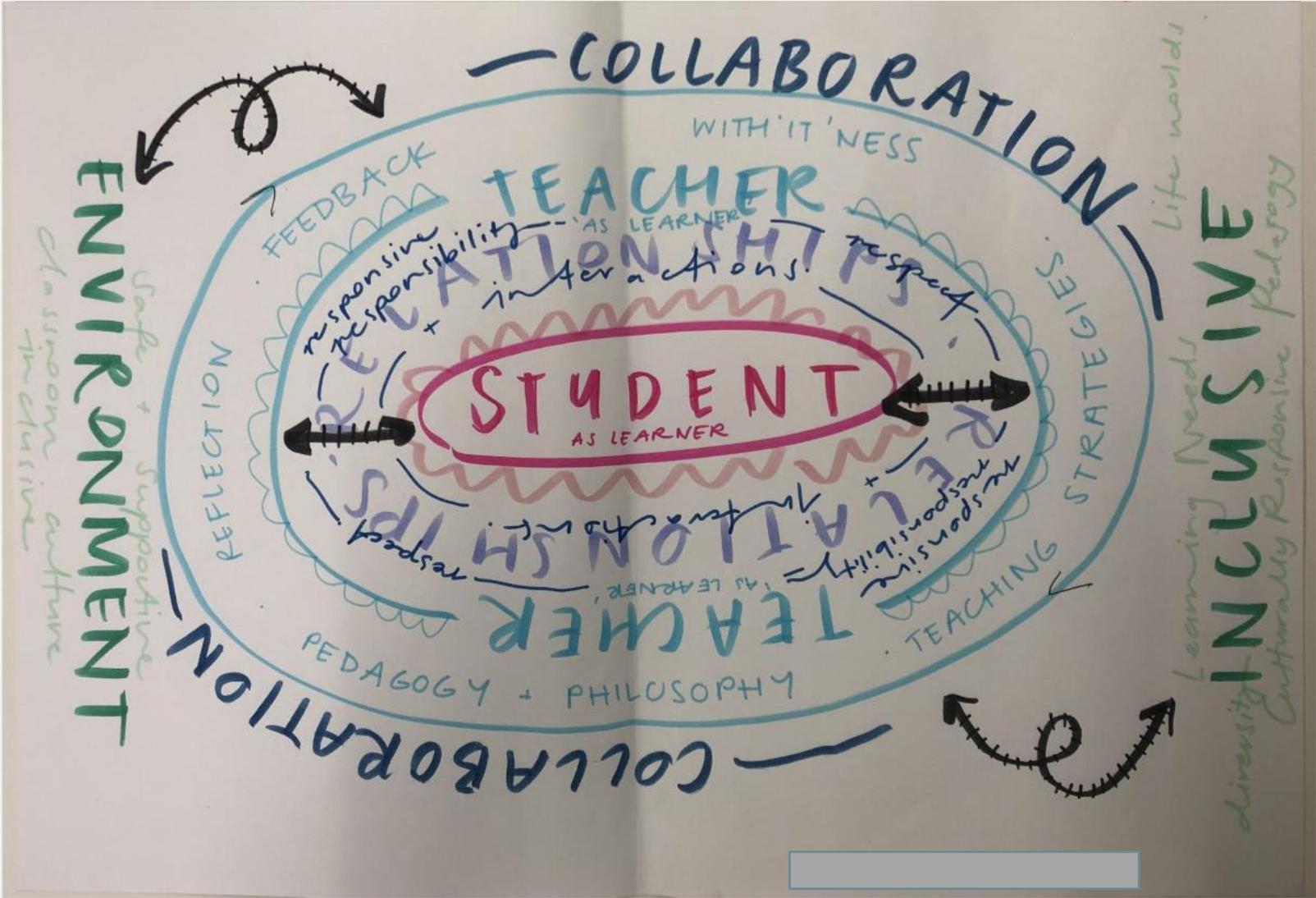
WHAT MADE A POSITIVE DIFFERENCE?

- Turnaround pedagogy provided immediate and timely feedback. We could authentically acknowledge the PSTs funds of knowledge & develop a democratic learning environment where there was shared power

- Sharing power enabled PSTs to take greater responsibility for their learning

- Scaffolding and dialogic pedagogies supported the development of PSTs being able to draw on their 'funds of knowledge' and develop their teacher self efficacy.

- There was co-construction of knowledge

- Enabling pedagogies supported a gradual release of responsibility from educator to PST.

- Practitioner inquiry informed our practice, but also modelled this practice for our PSTs

FEEDBACK FOLLOWING THE COURSE

'I appreciated that Susie 'walked the talk' by conducting her own action research during our course. She was able to share some really valuable insights into her approach which brought my own research project to life and helped me understand what the data collection process could look like in my placement classroom'.

'All tasks had a clear purpose. I used a lot of Shaan's behaviour management and brain-break strategies when I was on my placement'.

WHAT DID WE LEARN?

- Whilst there was still angst around the external requirements of the TPA, PSTs felt heard in terms of what they felt supported their learning.

- PSTs needed an explicit link to how the scaffolds and our pedagogies supported them for placement and completing the TPA assessment.

- Democratic pedagogies developed trusting relationships – the affective element of teaching.

- The teacher plays a critical role in enabling learning.

- Democratic pedagogies require a re-framing of the role of the teacher

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