

SUBJECT: Education
COURSE: The Emergent Teacher
PROGRAMME: Primary/Secondary/Special Education
PRE-REQUISITE: None
CREDIT HOURS: 2
YEAR 1: Semester 1

OVERVIEW IF THE COURSE

Today's schools face numerous challenges as the society becomes increasingly complex and technologically based. In addition, teachers are being asked to educate diverse students. The revised Education curriculum seeks to educate reflective practitioners who among other things view their learning as a continuous process. This course seeks to provide opportunities for student teachers to examine their beliefs, assumptions and expectations about teaching and how these influence their practice.

This course emphasizes active learning that creates awareness of student teachers' beliefs experiences and social conscience. It is envisioned that the constructivist methodologies, which are employed by tutors, will be transferred into the classroom to ensure quality learning for students. The course consists of three units:

- Unit One Understanding Self (10 hours)
- Unit Two Understanding Gender (10 hours)
- Unit Three Beliefs/Assumptions about Teaching and the Role of Teachers (10 hours)

Introduction

One of the primary objectives of the Primary Education Support Project is that the teachers be provided with opportunities to reflect upon their beliefs and assumptions and the current practices in the primary schools. The Primary purpose of this course is to explore the student teachers' perception of their roles as teachers, since teachers' conception of their role shape their teaching practice. Student teachers will also have the opportunity to examine the

characteristics that shaped their lives so that they can have a better understanding of their own identity.

The Primary Education Support Project demands teachers who utilize teaching strategies that start with the student and not with the subject or course of study. It is anticipated that tutors will model teaching strategies that involve transactional activities with student teachers to expand their instructional repertoires.

Rationale

This course – The Emergent Teacher – lays the foundation for what will become a continuous learning process in the revised Education Courses. In keeping with the requirements of the reformed primary school curriculum and changes in the ROSE secondary programme, the course seeks to develop reflective practitioners who will ultimately become skilled and confident professionals in diverse classrooms.

Learning requires that in addition to the new knowledge and skills to be learnt, student teachers' images (beliefs, dispositions and attitudes) be transformed. Ball (1988) suggests that this transformation can be wrought if the teacher education programme helps trainees to unlearn or discard some of the beliefs, knowledge and dispositions they bring to their training and assist them in learning what they should know in order to become effective teachers. This course provides opportunities for student teachers to examine their beliefs, attitudes and assumptions about teaching profession. Knowles (1992) states that teachers' past and present life experiences have an impact on their attitudes and definitions of teaching and create important influences in their identities as teachers. Reflecting and attempting to understand how their beliefs can influence their teaching is therefore a critical aspect of teachers' development and change in role conception and teaching practices.

Currently the wealth of experiences new teachers and indeed pupils in other learning environments take to the classroom are under utilized in the learning situation. The course will provide opportunities for teachers to create personal and professional biographies of their learning experiences, new teacher role models, teaching experiences, and personal knowledge and beliefs. It is envisioned that when student teachers engage in reflective practice and use their repertoire of past experiences to understand current dilemmas which face them in the learning situation in a constructivist manner they will be able to stimulate the same level of reflection among their students.

This course is designed to help student teachers to:

- 1) Develop an awareness and understanding of the impact of personal biography on their attitudes and definitions of teaching and examine how their biography influences the development of their identity as teachers and their relationships with others.
- 2) Reflect on, and critically examine their beliefs and assumptions about teaching and their roles as teachers, in order to understand how these will direct their practice as well as the consequences of that practice on students' learning.
- 3) Reflect on their learning experiences as students and examine current school practices in order to understand the motivating factors that influence teachers' practice and the impact of these practices on the learners.
- 4) Develop strategies that they, as teachers can use to continue their learning on the job and to create learning communities as teachers.
- 5) Develop an understanding of attitudes to gender and sexuality and become aware of how beliefs about these issues lead to stereotyping in the classroom.

Pedagogical Orientation of the Course/The Role of the Teacher Educator

In keeping with the kinds of teachers envisioned to teach the newly revised curriculum, and the aims of this course, the strategies tutors employ in this course will be primarily learner-centred and participatory and should facilitate active learning. A range of activities which can facilitate constructivism in the classroom will be described for teacher educators – brain storming, case studies, group discussions, observing of exemplary teaching/learning situations, microteaching and role playing.

Lectures should ensure that reflection is encouraged in the teaching learning activities of this course. As trainees become more reflective, it is envisioned that they will become more able to identify problems and explore possible solutions. This will help them to become more open to new ideas and changes and enhance their professional growth.

Objectives/Content/Suggested Activities

This course is designed to include a broad range of issues relevant to the preparation of student teachers. The objectives, content and suggested activities of the course are presented in each unit below.

Standards

The Emergent Teacher course requires that student teachers:

1. Are knowledgeable about the role teachers and significant others play in the development of students self-concept
2. Understand the effects of gender bias on individuals and the society.
3. Demonstrate the ability to reflect on teaching/learning experiences in order to improve the quality of learning that takes place in the classroom.
4. Demonstrate ability to work cooperatively in groups to discuss past experiences and examine beliefs, expectations and assumptions about teaching and learning.
5. Demonstrate ability to view situations from multiple perspectives
6. Demonstrate through journal writing portfolios, and reflective essays, continual growth in knowledge, self understanding, and changes in beliefs about teaching and learning.

Links to Practicum

- Observation of classrooms
- Interviews/Survey of teachers

UNIT 1: Understanding Self

Number of hours: 10

Instructional Objectives:

Student teachers should:

- a. Critically examine and discuss their expectations of the programme, reasons for wanting to be teachers and beliefs about teaching.
- b. Examine their experiences in order to understand how these influence one's development and identity. Explain why the teacher's sense of identity and self is important.
- c. Reflect on and share personal experiences of their lives as students and analyze how this influenced their beliefs about teaching.
- d. Examine factors which have helped to shape the conceptions as they have about themselves.
- e. Find out the reasons why teachers choose to become teachers and discuss implications for teaching their own development as teachers
- f. Write a reflective essay related to their personal development

CONTENT	EXAMPLES OF ACTIVITIES
1. Course outline and objectives of the course	Briefly discuss the rationale aims and objectives the course and the requirements for successful completion (step 2 may be done as the first exercise)
2. Students' expectation	Let students work in groups to discuss their expectations for the course and for the Education programme (Examples of questions that require reflection are: When I heard about "The emergent teacher", I thought it would deal with _____ or 'think about your first reaction to the subject Education or to the title of this course)
3. Methods to be used in this course The process of reflection and its place in this course as well as in teaching	Each group report Examine differences and compile list. Use this exercise to demonstrate the process of reflection. Give various definitions. Point out that reflection on one's ideas and

<p>The basic elements of portfolios and journal writing</p>	<p>experiences will be a method used in this course. Discuss reflection in teaching/reflection practice.</p> <p>Discuss the use of portfolios in this course Elements of a portfolio. Why use portfolios. Discuss use of journal. Reflection, use of journals and portfolios, discussion, individual research and reporting in class will the methods used for different roles for lecturer and students. Discuss the rationale for these methods.</p>
<p>4. Identity</p> <p>Aspects of one's identity</p> <p>What influences identity</p> <p>Similarities and differences in identity. Differences due to different experiences. Similarities due to our humanity.</p> <p>Importance of the teacher knowing his/her identity</p>	<p>Let students work individually and then in groups to examine the question 'What is most important in my life and why?' List the main themes that emerge and discuss each as aspects of one's identity Point to themes that have emerged in the reports such as values career, friendship, marriage, spouse, parents etc. Discuss/ask questions about similarities and differences mentioned and reasons for these.</p> <p>Have affirmation exercise. Students answer various short sentences eg. a) 'I now realize that value_____, b) The experience of _____ Has been central to my identity, c) I like being _____ d) I am a person who _____ etc.</p> <p>Students report (without others' comments or analysis) First journal assignment on a related topic (or students may be allowed to choose a topic on which they write in their journal). An example of this assignment is 'Explore different ways of answering the question – Who am I?' Assignment or topic for discussion 'Why it is important for the teacher to be aware of his/her identity'.</p> <p>Assigned reading #1: R. Paker: The heart of a</p>

	teacher (develop questions to guide reading)
<p>5. Factors which influence the development of the self eg.</p> <ul style="list-style-type: none"> - Parental expectations - Socialization - Socio economic status (SES) - Culture - Religion - School experiences <p>6) Concepts related to one's development and identity and personality:</p> <ul style="list-style-type: none"> - Self Concept, self-esteem, motivation, self-actualization <p>7)</p>	<p>Based on reading and previous discussion, students identify and discuss factors which influence the development of ones identity. Develop a focus question e.g. 'How have your parents or your religion etc. influenced your development from childhood to adulthood'. Students share personal memories of persons or experiences that have had lasting influence on their personal development. Analyze reasons for this influence. Based on reading and the discussion, develop with students the main factors that influence development.</p> <p>Explain the meaning of these terms and the ways in which each of these results from one's experiences. Each of these is also related to one's identity and one's personality. Students or lecturer explain how personality is distinct from but related to identity. Discuss how labels affect one's identity and personality. Students (pupils) and teachers each have a distinct personality and a distinct identity. The teacher has the power to influence the student's identity and personality. Reflective essay: Students reflect on their own development and write an essay exploring the theme 'what made me the person I am' (students choose the specific topic).</p> <p>In small groups students reflect on the reasons why they choose to become teacher. Compare similarities and differences among group and class members.</p> <p>Interview/survey teachers to find out why they entered the teaching profession. Compare responses by age, gender grade level, type of school etc.</p> <p>Assigned readings #2: H. Evans The choice of</p>

	<p>teaching as a career. Or M. Brown: Reasons for choosing teaching as a career. (Include questions to guide readings)</p> <p>Students report survey findings in class. Examine these in light of the information gathered from readings. Discuss implications.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

UNIT 2 – Understanding Gender

Number of Hours: 7

Instructional Objectives:

Student teachers should:

1. Discuss common differences between the experiences encountered in the socialization of males and females and critically examine how these influence the formation of the self.
2. Examine the role of the school/teacher in the gender socialization process and make suggestions for creating gender fair learning environments.
3. Examine the ways in which gender and discuss implications for the social, emotional, intellectual, physical and spiritual well being of the self
4. Discuss images/perceptions of teachers and the ways in which these influence or can influence teachers' view of themselves and the profession.

CONTENT	EXAMPLES OF ACTIVITIES
<p>1. Gender and its meanings</p> <p>2. Gender roles</p> <p>3. Gender socialization</p> <p>4. Gender bias</p> <p>5. Student's experiences with/memories of gender roles, socialization, bias etc.</p> <p>6. The role of the school in gender socialization</p> <ul style="list-style-type: none"> - The hidden curriculum of gender - Labels and their effect - Career orientation/subject selection - Sports choice/games - Clubs - Duties - Behavior/punishment 	<p>Refer to assignments from Unit 1 and review/discuss the role of experience in the development of the self and identity. In groups, students make a list of the ways in which the experience of males, females differ from childhood to adulthood and the reasons this difference. (Difference may relate to type of play, difference in chores performed, expectations, roles in family and society etc.)</p> <p>Discuss concept of socialization.</p> <p>Discuss gender roles which change according to custom and differ by class, religion, region etc.)</p> <p>Discuss gender bias Discuss the impact of these on the development of ones gender identity.</p> <p>Students work individually to recall experiences with gender, and then in groups to share ideas and feelings about gender differences.</p> <p>Make a list of the main themes and then develop with students some generalizations about gender differences and gender socialization.</p> <p>Explain/discuss aspects of gender socialization in schools. Or make generalizations about gender socialization in schools based on the group reports. Students discuss pros and cons for having different norms for behavior for boys and girls in school</p> <p>Students develop observation and interview instrument in preparation for their visit to the schools. Make visits to classrooms to observe the way teachers deal with boys and girls. Interview teachers using interview schedule. Report on the differences observed among the teacher etc. Discuss their experiences with gender as</p>

<p>7. Sexuality in the classroom. Definition of sexuality.</p> <p>Discuss unacceptable behaviours related to sexuality:</p> <ul style="list-style-type: none"> - Macho behavior on the part of boys - Extreme femininity on the part of girls - Verbal and physical sexual harassment etc <p>Effects of the above on individuals</p> <ul style="list-style-type: none"> - Subordination - Feelings of powerlessness - Fear - Lower self concept - Dependence - Lack of confidence and power 	<p>learners and compare with the beliefs of their parents.</p> <p>Reading assignment 2: H. Evans Gender in the classroom. (include questions to guide reading).</p> <p>Based on the reading and previous discussions, students work in groups to develop guidelines for creating a gender-fair learning environment.</p> <p>Discuss sexuality as an important aspect of one's personality and identity. Let students discuss the ways in which sexuality affects the teacher's role and behavior. Introduce the ways in which sexuality can be abnormally displayed in the classroom. Its connection and patriarchy in the wider society to the media etc. Handout newspaper report, case or reading assignment related to sexual harassment or sexual abuse etc. Discuss the case highlighting main ideas about sexuality</p> <p>Develop generalizations what is acceptable etc. students role play a situation where a boy or girl sexually or verbally harasses someone of the opposite sex. Let the role players share their feelings. Examine effects on the individuals involved. Discuss implications for the teacher and the school. Debate the topic "The school should/should not _____ (Let students choose a topic related to the issue). Invite resource people to speak on gender issues. Affirmation exercise: 1) As a teacher, I would like to/would not like to _____ etc.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

UNIT 3: Beliefs/Assumptions about Teaching and the Role of Teachers.

Number of Hours: 10

Instructional Objectives

Student teachers will be able to:

1. Identify and discuss their beliefs, assumptions and expectations of the teaching profession.
2. Examine factors that have influenced these beliefs, assumptions and expectations of the teaching profession e.g. personal experiences, socialization, societies' expectations.
3. Reflect on their own experiences during their schooling years and discuss how these have shaped their conceptions/beliefs about teaching, learning and the roles of teachers.
4. Critically examine the role of learners in the teaching/learning process
5. Observe and critique teachers engaged in the teaching/learning situation (video taped lessons and actual teaching) and make recommendations for the enhancement of these lessons.

CONTENT	EXAMPLES OF ACTIVITIES
<ol style="list-style-type: none">1. Beliefs about teaching2. Desirable qualities of effective teachers	<p>Develop a focus question or instrument e.g. based on what we have discussed so far and on your own experiences, what makes for good teaching? Or what makes a good teacher?</p> <p>Students work in groups to discuss. Report in class and categorize responses. Discuss elements missing from their responses (e.g. getting students to learn important concepts, developing a love of learning).</p> <p>Discuss the sources of the ideas presented and let students see the influence of former teachers.</p>

<p>3. Roles and characteristics of teachers e.g. as a continuous learner, reflective practitioner, manager, counselor, a facilitator of learning.</p> <p>4. The role of pupils/student teachers in the teaching/learning process.</p> <ul style="list-style-type: none"> - Active participants - Researchers - Reporters - Demonstrators - Interviewer/observers in classrooms - Reflective learners self directed <p>5. The power of the teacher The power of the teacher related to their role in a student's development e.g.</p> <ul style="list-style-type: none"> - Role model - Person with authority/power - Approves rules for the classroom - Provides affection and caring - Provides labels/names that influence students' self esteem 	<p>Relate narratives about past teachers who have epitomized good practice. Discuss the influence on learners.</p> <p>Students develop affirmation statements e.g. 'I think a good teacher is one who _____' or for teaching to be good the teacher must _____'</p> <p>Reading assignment 3. W. Ayers Thinking and Teaching. Develop guiding questions for reading. Discuss in class</p> <p>Students consider the obligations/roles of students/pupil in the teaching/learning process and the ways in which teacher can ensure that they assume these roles. Develop focus question and use group work.</p> <p>Reading Assignment 4: Nancy Balaban; seeing the child, knowing the person. Develop guiding questions for reading. Discuss in class.</p> <p>Discuss the concept of power and how it is manifested in schools as institutions. Authority and power. Misuse of power and authority. Authoritarianism in schools. Discuss students' experiences.</p> <p>Develop generalizations regarding the teacher's power.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>- Etc.</p>	<p>Assigned reading #5 M. Raywid The Teacher’s Awesome Power. (Develop guiding questions for reading). Discuss in class.</p> <p>Students debate the topic ‘The teacher has a great deal of power’. Make a list of the main points for and against. Make links to Units 1 and 2 Discuss other points related to the influence and power of the teacher (nature of influence differs at different grade levels).</p> <p>Students read biographies and autobiographies of teachers. Report o the main themes and compare to the themes discussed so far. Compare teachers in the biographies in terms of age, their interpretation of their roles, the sources of their satisfaction, reasons for leaving the possession etc.</p> <p>Write an essay on the beliefs, assumptions, and expectations that teachers hold about teaching and learning and discuss how these affect their classroom performance. Critically examine the impact of these actions on the learners.</p> <p style="text-align: center;">OR</p> <p>Debate issues related to teacher beliefs and teaching/learning</p>
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Readings:

Ayers, W. (1995) Thinking and Teaching. In Ayers, W. (Ed.) To become a Teacher: Making a Difference in Children’s Lives. Teachers College Press.

Balaban, N. (1995) Seeing the child, knowing the Person. In Ayers, W. (Ed.) To become a Teacher: Making a Difference in Children’s Lives. Teachers College Press.

Evans. H. (1993) The Choice of Teaching as a Career. Social and Economic Studies 42:2 & 3

Evans, H. (2001). Gender in School Setting. Inside Jamaican Schools. Jamaica: University of the West Indies Press.

Parker, J (1998). The Heart of a Teacher in The Courage to Teach: Exploring the inner Landscape of a Teacher's Life. Jossey Bass. NY.

Raywid, M.A. (1995) The teacher's Awesome Power. In Ayers, W. (Ed) To Become a Teacher: Making a Difference in Children's Lives. Teachers College Press.

Suggested Assessment:

Coursework: 100% as follows:

Reflective essays, unit tests etc. – 40%

Journals - 10%

Portfolio - 30%

Group presentations - 20%