

RESEARCHERS BOOTCAMP

EDUCATION RESEARCHERS RESPOND TO LOCKDOWN



DATE

16 April - 12 May 2020

MODULE OUTLINE

UNIT 1:

Choosing to be a teacher

UNIT 2:

Teachers' choices in managing the learning environment

UNIT 3:

Teachers' choices in working with knowledge

UNIT 4:

Teachers' choices that support learning

UNIT 5:

Teachers' choices with making lessons inclusive

UNIT 6:

Teachers' choices with modes of lesson delivery

UNIT 7:

Teachers' choices in action

THEME 11: BUILDING BACK BETTER

Teacher Choices in Action: A module to supplement "Teaching Practice" arrangements for 2020 and beyond

PURPOSE: To consider the impact of the the COVID-19 pandemic on Teaching Practice arrangements for pre-service teachers.

FINDINGS

1.

Uncertainty of COVID-19 on schooling will affect the Teacher Practice component of initial teacher education programmes.

2.

There are large variations in the quality of student learning during their teaching practicals.

4.

It is more difficult for pre-service teachers to see choices teachers make in practice.

3.

Recent research suggests that pre-service teachers tend to focus their attention on the most visible, routine parts of teaching.

To develop a practice-focused online module that supplements a classroom-based Teaching Practice for pre-service teachers during the pandemic and beyond.

MODULE OVERVIEW

Collaboration by teacher educators from a range of HEIs, Dept of Higher Ed & Training, Dept of Basic Education and SACE.

Practice-focused module, called "Teacher Choices in Action" explores options that teachers consider in their lessons.

Their choices reveal how teachers manage knowledge and learners to establish learning opportunities in the available teaching time.

Observation and analysis of recorded lessons enables pre-service teachers to see how these choices are enacted in real lessons.

Understanding pedagogical reasoning in context is crucial if pre-service teachers are to become discerning professionals.

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basic education

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