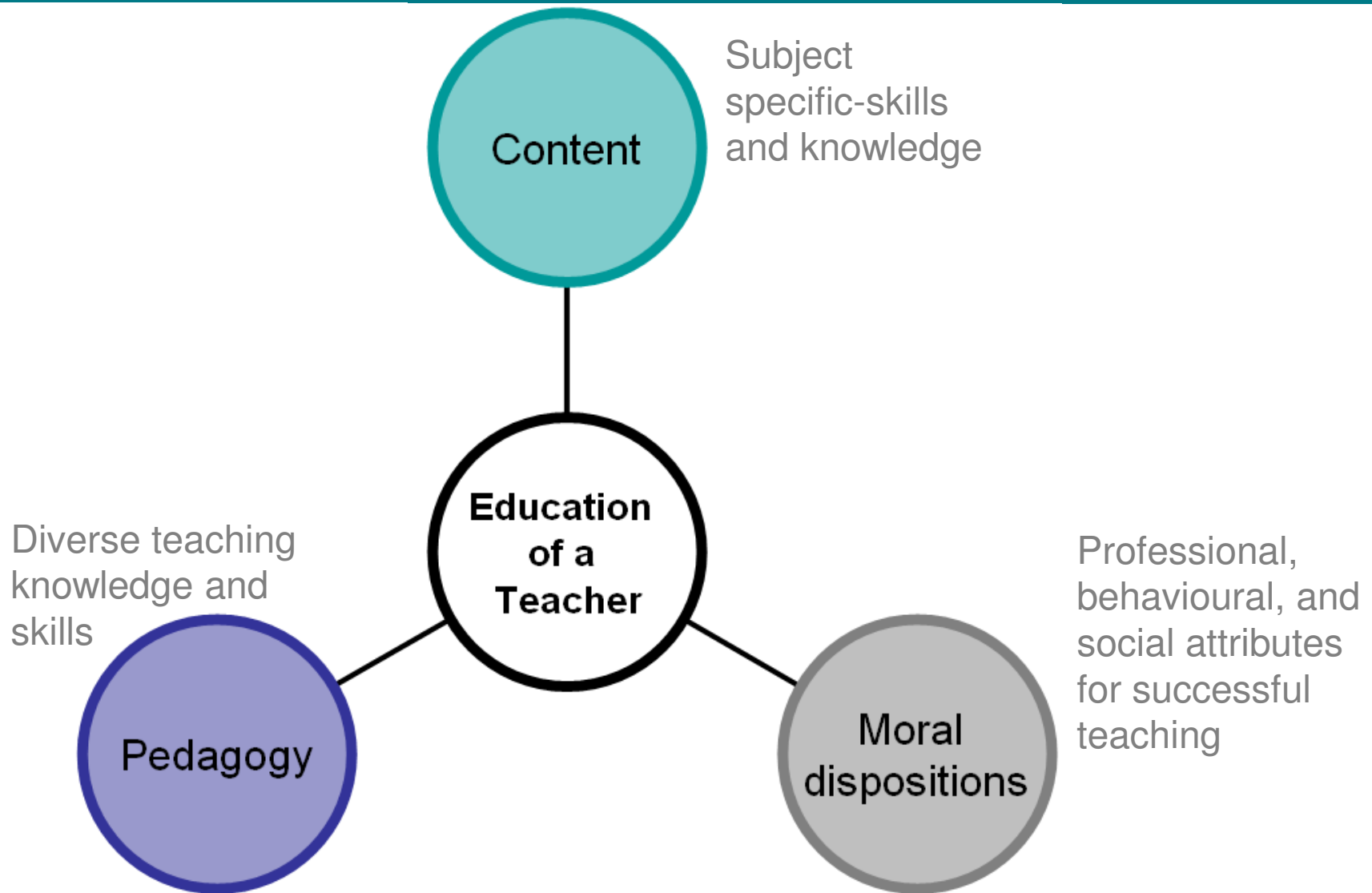


The Teacher (for Tonga)

EDG11 Professional Standards
Postgraduate Certificate in Teaching
Tonga Institute of Education

Vilimaka Foliaki
Institute of Education, USP

Education of a teacher



Content knowledge

- You can't teach science effectively - with little or no content knowledge of science.
 - What type? How much?
 - “Mere content knowledge is likely to be as useless pedagogically as content free skill” (Shulman, 1986)
- Subject content keeps changing
 - With better **technology**
 - renew and extend it continually
 - reach beyond habitual and comfortable levels
- Master your content

Pedagogy

- Gk: *paidos* (child) + *agos* (lead)
- General teaching skills – classroom management, organisation and planning, etc.
- ‘Knowing’ the subject is not enough!
 - must know it in a certain way, how to best teach it to others (Pedagogical content knowledge)
- Need a range of high-level skills:
 - Self-motivated, ability to adapt, visionary, take risks, reflective, creative, collaborate.
 - Be able to adapt to context

Pedagogy

- Grounded on sound educational theories
- Digital/ICT/media literate:
 - Aware of new key contemporary features of professionalism in teaching (e.g. ICT – computer, WWW, Web-based applications and tools)
 - WWW is becoming an important part of modern living (including education and teaching).
 - Tech. advances challenge existing learning/teaching theories

Pedagogy and Technology

- World is more complex (home, classroom, teaching and learning, resources, etc) – impacts information (quality, quantity, speed of delivery, accessibility, etc, etc)
- Change is fast:
 - Old (traditional) theories – **behaviorism** and **constructivism** were conceived to explain learning which was not heavily impacted by technology;
 - Information development was slow. ‘Knowledge life’ (from when knowledge is obtained to when it is obsolete) was measured in decades (Gonzalez, 2004).
 - Last 10-20yrs: technology is impacting our lives significantly (ATM-cards, PayPal, e-Poll, e-mail, e-banking, e-learning, e-survey, Driving license, Passports, EFTPOS, FB, Twitter)
 - Knowledge life is decreasing very quickly. Good ideas become obsolete very quickly (e.g. Where is Bebo now?, CDs, USB-flash; mobile phones).

Google

Home Edu Ent Games Kids Shopping Travel More ▾ Set as Homepage Tell A Friend Sort by ABC Blog













My Faves

Weekly Faves          

Email            

Video           

Maps          

Search            

News            

Weather          

Community            

Shopping             

Travel          

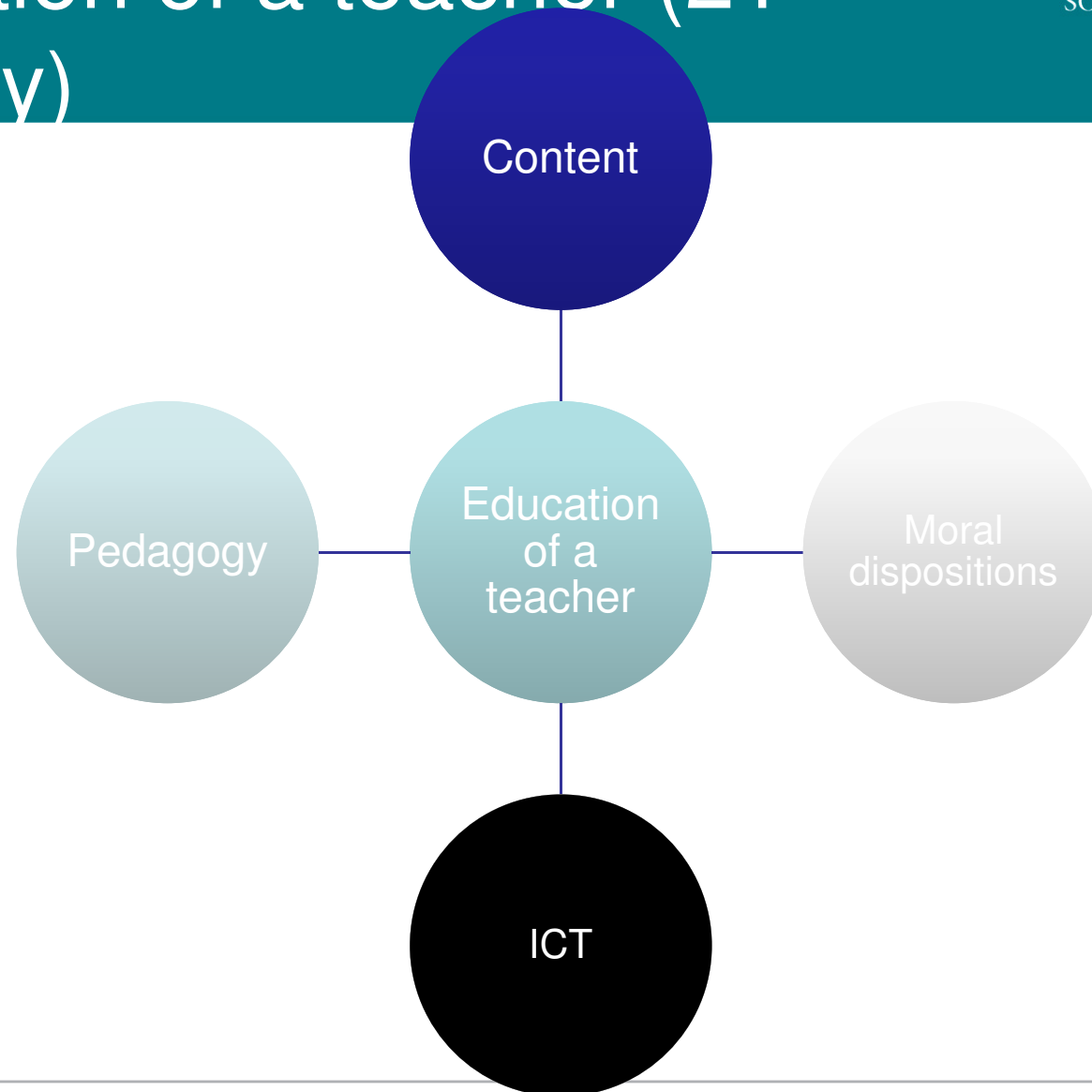
Bestsellers           

Banks           

Finance           

Sports           

Education of a teacher (21st Century)



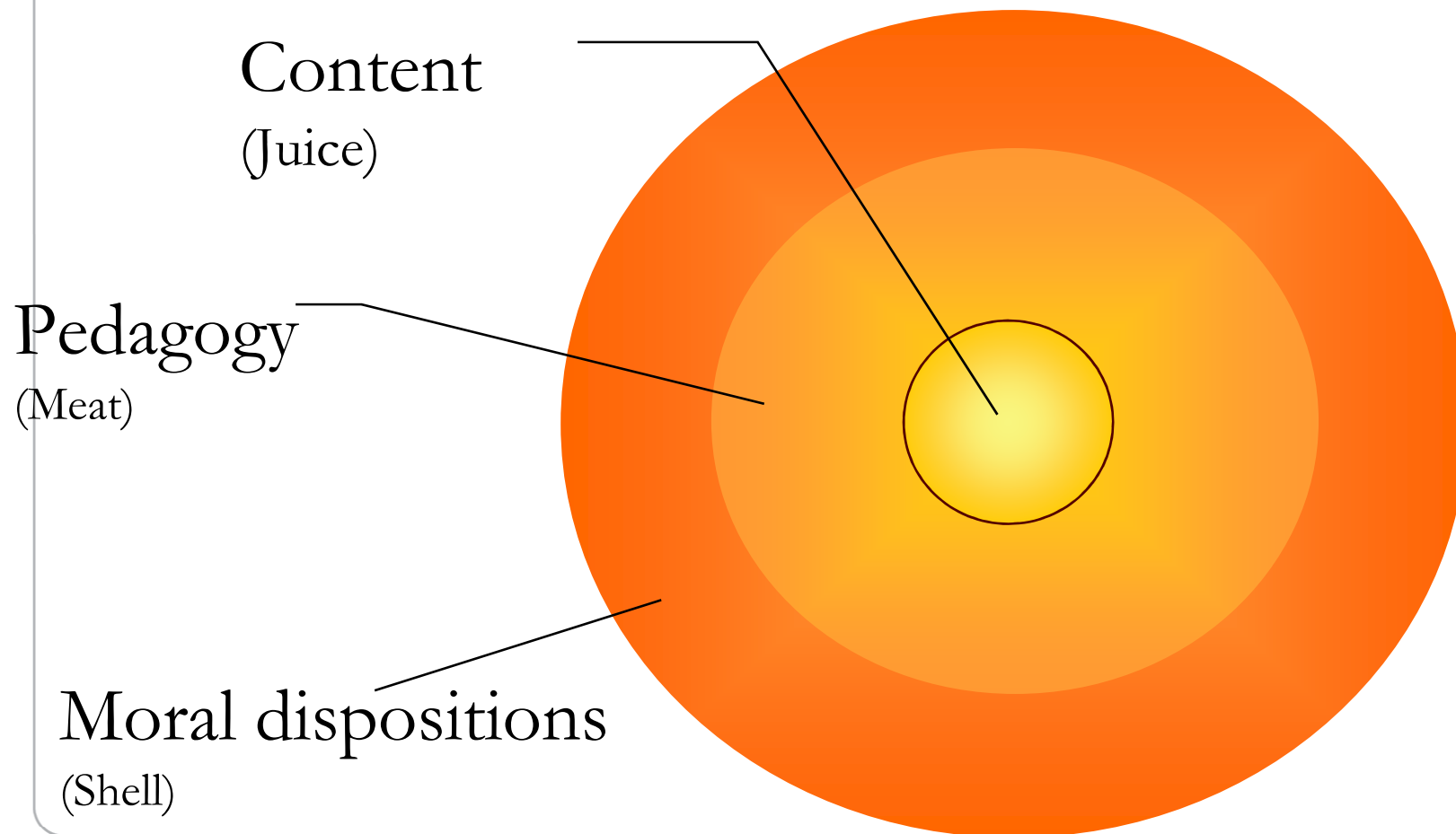
Teaching and technology

- Good teaching needs an understanding of how technology relates to **Content**, **Pedagogy**, and **Moral dispositions** of teachers
- Teachers need knowledge about both standard tech (e.g. chalk, charts, boards) and advanced technology (videos, DVDs, mp3, media-players, computers, Internet)
 - Which tool to use?; where to find it?
 - How to operate, install/remove, create, archive etc,

Moral dispositions

- Refer to the values, commitments, and **professional ethics** that influence behaviours (towards students, families, colleagues, and society – Tongan, global) and students learning, motivation, and development.
 - e.g. responsiveness, caring, social justice, honesty, fairness, modesty, humility, compassion, reciprocity, integrity, empathy, patience.
- These complement technical skills (content & pedagogy); without these, technical skills are meaningless or dangerous.

Balanced Teacher Ed - The Teacher for Tonga



Moral dispositions

- These allow teachers to go beyond more limited occupational concerns to embrace a caring relationship and an interest in the education of others.
- Teaching – values independence of the individual; rights as a human being
 - Many other professions, humans are objects of intervention.

The real world of teachers

- Complex - initial stages usually stressful
- Gain a repertoire of teaching strategies → ‘teaching style’ (a combination of strategies).
 - Helps you cope with demands
- Experience is insufficient as a basis for improvement
 - We teach as ‘we have been teaching’
 - We teach as ‘we have been taught’
 - Complacency hinders professional growth

Reflective practice - moving beyond routine teaching

- How can you achieve a higher level of awareness of:
 - How you teach?
 - Your teaching decisions?
 - The value (and consequences) of your instruction?
- Through observing and reflecting on our teaching
 - We bring about change (individuals, groups, society)
- Reflective teaching exists when teaching is a learning profession (the teacher keeps growing)

Becoming a reflective teacher

- Reflective teaching –
 - an enquiry approach that emphasizes an ethic of caring,
 - a constructivist approach to teaching
- There is an awareness of the importance of prior experience and context
- Respect range of talents and capacities of all learners regardless of cultural, intellectual, or gender differences
- Significant emphasis on dignity of all persons

Becoming a reflective teacher

- Involves moving beyond concerns with instructional techniques and reflect on questions such as:
 - Why did I choose teaching as a career?
 - What is it that I do? (What is teaching?)
- Teachers analyze their own practice and then consider alternatives
- Enquire reflectively into the nature of learning and the effects of teaching
 - Gives the teacher some autonomy over what/how they teach
 - Reflection opens up possibility for transforming our classroom life.

Quote for the week

An effective teacher is one who learns from teaching rather than one who has finished learning how to teach

Linda Darling-Hammond

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