

Final Reflection

Edited transcript of post-teaching reflection

Kelly: We're going to comment on what we've learnt through doing this meta way of teaching about working with pre-service teachers. I was going to say, and I always tell my pre-service teachers, 'don't make assumptions about students' learning'. But I think that maybe it's interesting, because I think that maybe I do. What I was assuming with part of this project is that through my own modelling, students would then be able to think about how that would apply in a classroom context. I really had to think through making that quite explicit, that how I'm modelling teaching as a teacher educator, how that could then apply to their own practice. I think sometimes I made assumptions that they would just kind of get that information and they would see me doing things and grouping them in certain ways and teaching in a certain way and they would go, 'Oh yeah, this is how I could do it'. But what this particular actual task has made me think about is can they then transfer it in quite an explicit way into a teaching scenario?

Narelle: So, the same I guess for me then, it's the importance on being out on practicum and actually seeing different teaching strategies and ways of working in the classroom and the importance of that in terms of planning for teaching and for learning. I'm interested in how, once they do go out on rounds or placement, how their understanding of this might develop. The other thing, a really good reminder of just how complex planning actually is and planning for a sequence rather than just an individual lesson. This is the first time I've taught first years as well, so I've been impressed by the knowledge that this cohort has come to, given they've only done six months of their course so far.

Anne: And we've had quite a diverse cohort of students as well, where we don't know their prior knowledge - we've had quite a large international cohort...

Kelly: So, it's the meta level of work again which we modelled by taking it in turns to complete workshops and the curriculum plan and the reflective journal, but maybe we needed to make it explicit how we went about that.

Karina: It was interesting because I used to talk to them each week, I'd go, 'So during our weekly meeting this week, we discussed da-da-da-da-, and this is what we're going to do'. But definitely, at those weekly meetings, they were great. I think for the cohesiveness of this team, and everybody getting the confidence around doing this task -

Anne: Yeah, I would think about it for all my units now

Narelle: I felt prepared each week. I was like, 'Oh yeah, I know what I'm doing somebody's talked through it with me... Oh yeah, I've missed that bit...'

Karina: Because there were a few times where I went light bulb moment, oh I misinterpreted.

Kelly: Yes. It wasn't just working on your own when you did prepare a workshop. Somebody said, 'Oh, I've got this and that would be good in there and we can put this on Moodle'. It was a real sharing of resources and ideas. I found it a much more stimulating way of working.

Karina: You had a bit more ownership over the fact that you could contribute content to the unit as a whole. It wasn't kind of someone just saying, 'Here it is' but at a more meta level because I know you can always put your ideas in there but I don't know, there was something about being foundational in that.

Kelly: I think having the day with Bev too, a planning day.

Narelle: I certainly feel extremely competent now in my ability to talk about the teaching and learning cycle. Like I've known it for a long time, but I guess the intricacies of it, I'm like yep, this is – yeah, I feel really confident in being able to talk about it and workshop it with students.

Karina: But it was kind of like we learn each week as well. Like I was building on my understanding of how it would come together.