

An Ambiguous Dimension of Working in the Field of Teacher Education is ...



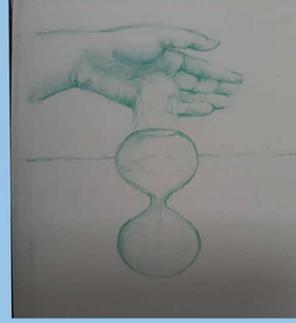
An Ambiguous dimension of working in the field of Teacher Education is ...

the ways that teachers are required to be responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds (AITSL standard 1.3), yet diversity in these qualities among teachers and teacher educators is very limited.



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The roles and responsibilities of all stakeholders in supporting pre-service teachers. At the moment the space seems very fragmented. Schools, universities and the government need to work in partnership to develop a cohesive approach to teacher education.



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found in how we have learned to imagine the 'time of education'. Why do we feel we do not have enough time, when we have all the time [sic] in the world?



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We are all working on part of the pre-service puzzle, but it is not always clear how courses work as a whole. Pre-service education should be innovative, challenging and responsive to changing social mores. What are the overarching tenets guiding us? How cohesive is our vision as pre-service staff?



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Sometimes there is doubt and uncertainty for the students and for me. I want them to understand why they choose to teach the way they do. I want them to question, to make changes to be innovative. Sometimes they just want a recipe telling them how to do it. Some times things seem out of focus for the students....They want more definition.



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...responding to society and education shining a light into the shadow places where the marginalised, forgotten or erased have been hidden. The Mparntwe Education Declaration and AITSL's discussion on Indigenous cultural competence of teachers provides a hopeful path, but how far will this go – constitution of culture? what competence? how sustained?



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when I ask myself "What kind of teachers do I want my pre-service teachers to be?" Because I know that much of the knowledge, skills and capabilities they need cannot be measured by a TPA.



An Ambiguous dimension of working in the field of Teacher Education is ...

An ambiguous dimension of working in the field of Teacher Education is the need to provide past, current and future understandings. There is much to know in limited timeframes with crowded curriculums. And yet we need to constantly replenish with new knowledge and constantly respond to new demands.



An Ambiguous dimension of working in the field of Teacher Education is ...

The lack of alignment between teacher education curriculum and the reality of schools is a source of constant confusion- I'm unsure why there is constant tension between these areas and it seems like a barrier to progress in both arenas.



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the border we cross as science teacher educators, science teachers and scientists. I want to stay up-to-date with developments in science and encourage my students to do so as well. I'm a tinkerer and hope that my students continue to identify as such as they teach.



An Ambiguous dimension of working in the field of Teacher Education is ...

An ambiguous dimension of working in the field of Teacher Education is the tension between technicist perspectives, relentless data gathering to improve student outcomes and siloed discipline knowledge while also considering the multifaceted, interconnected, fragile and humanness aspects needed in our work.



An Ambiguous dimension of working in the field of Teacher Education is ...

The balance between the standardised nature of teacher education and the reason I came into the profession, which was to help develop passionate and skilled teachers. There's ambiguity for me around the purpose of teacher education itself - we try to balance the passion with the prescriptive (or maybe with reality?), and it feels messy sometimes.



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For me ambiguity is centred within the need to untangle PSTs' interpretations of the role of educators within the profession and my own perspective of education and experience in schools; the meeting of the minds can be both useful and overwhelming - the mostly penny drops when they have come from a placement.



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the political discourses about teachers and teacher education that emphasizes the importance of teachers and their professional development, but they are not supported by educational policies that recognizes the work of teachers in vulnerable and marginal contexts.



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What jobs will be available to me once I finish my PhD? Will I be able to keep working in this field as I start my career? Or will I look elsewhere for more secure options (e.g. permanent research position outside of academia)?



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the role of the corporate university with schools and other education and care providers aimed at public good. Opportunities for partnership and service are sometimes thwarted through bureaucracy and competitive agendas.



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Some blue-sky-thinking on understanding the role of teachers in higher education during a pandemic and how do we reward the behaviours that have seen positive outcomes for learning



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the relationship between the university and the school sector where pre-service teachers undertake their professional experience. While a close relationship between mentor teachers, pre-service teachers is essential, at my institution academics are now unconnected to schools and the practicum experience, although we teach about teaching on campus.



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Sunset over the city of Melbourne, February 2020 - things aren't what they seem: the lighting effect is caused by smoke from the Black Summer bushfires. So too with teacher education in Australia: Teaching Performance Assessments from individual institutions can now be approved - a watering-down of requirements. Political imperatives, perhaps?



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trying to create the right balance between understanding theory and having time in schools to engage in practice, so that PSTs are able to make effective connections between what they learn in their ITE university classes and their professional practice in school settings.



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Despite the calls for 'what works' or for almost technical, reductionist approaches to teaching, there are multiple ways of becoming and being a teacher. The intersection of the emotional and cognitive elements of practice are not neatly captured by the standards.



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An ambiguous dimension is the future of jobs within ITE. With the uncertainty of other industries and many losing jobs, our job future is not clear. Education seems to be holding strong with student numbers, but will this remain consistent?

