

Structured interview and feedback about professional identity of student teacher

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Outline

- ▶ Context
- ▶ Aims
- ▶ Implementation
- ▶ Discussion
- ▶ Conclusions

Context

- ▶ Changes in society
- ▶ Strong confrontation and total tolerance
- ▶ What is in between?
- ▶ Personal identity as backbone
- ▶ Strong backbone and flexibility –
“HEALTHY” ATTITUDE AND
BEHAVIORAL STRATEGIES

Aims

- ▶ To give students the opportunity to reflect on their understanding of the teaching profession in the modern world, including understanding of and managing on multicultural learning environment.
- ▶ To give students feedback about their reflection in order to support their understanding about teacher profession in multicultural context.
- ▶ To strengthen student teachers and teachers professional self-confidence and self-awareness and hence to reinforce their personal attitudes to their own cultural identity and to professional responsibilities, including responsibility of creating supportive intercultural learning environment for every pupil.

Implementation

- ▶ Design of the questionnaire
- ▶ Interview session
- ▶ Feedback session
- ▶ Reflection on the process

Interview questions (4 groups)

1. The teacher's role in society

1. What do you think the school expects of you as a future teacher?
2. What do you think the Republic of Estonia expects of you as a future teacher?
3. What do you think the European Union expects of you as a future teacher?
4. In what way do you think the 21st century teacher differs from the 20th century teacher?
5. Which qualities and attitudes do you think are essential for a teacher?
6. There are many diverse cultures in Europe. If you have experienced this, can you give an example?
7. What multicultural situations could you, as a teacher, come across? Can you give a specific example?

2. *The teacher's role as a manager of the learning process*

1. What teaching skills do you have and what do you need to develop?
2. Can you give a specific example of how you have used your analytical, decision-making and organizational skills
3. 'Teaching is management'; please comment
4. What management skills do you have and what do you need to develop?
5. Can you give an example of planning your teaching activities;?
6. It is claimed that a good teacher has a thorough knowledge of his/her subject; how can you tell if this is true?
7. How do you understand the statement 'learning occurs in a supportive environment'?
8. Teachers are expected to assess the work and development of their pupils; who do you think expects that and why?

3. The teacher's role as a supporter of individual growth

1. Which traits of your personality are most important for your teaching career?
2. What do you like most about being a teacher?
3. The teacher's role presents challenges that affect your daily life. Comment please
4. The teacher's job is complicated and affected by different situations and people. How can you maintain a balance in complex situations?
5. It is important that a teacher is trustworthy and positive. How do you demonstrate these qualities?
6. It is claimed that all children are different; where do you see these differences?
7. It is said that pupils take after their teacher. Comments, please
8. Imagine that you are working in a multicultural classroom. Do you need any special skills to manage the classroom? Please give examples.

4. The student's role as a learner

1. How are your personal developmental goals related to your studies to become a teacher?
2. You intend to become a teacher. What do you have to do to achieve this goal?
3. In order to be a good teacher you need to have a clear idea of what a teacher is. To what extent do you feel you live up to this idea? In which areas do you need support?
4. How do you behave when, on your school placement, your supervisor criticizes your university teacher?

Discussion

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Results

Students professional identity is connected with classroom management

The tool helps to make (multi)cultural context in teaching explicit