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The background is a blurred image of a library with bookshelves. Overlaid on this are various white, glowing icons related to education and mathematics, including a plus sign, a zero, a question mark, a bar chart, a magnifying glass, a pencil, a hand holding a pen, and various letters and symbols like Σ , γ , x , and λ .

TEAN Talking: What Should We Teach New Teachers?

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A stack of several books is visible at the bottom of the image, with the top book being an open book with white pages.

What should we teach new teachers?

What *should* teachers know, understand and do?


What are teachers ***asked*** to know, understand and do?
By whom?

What are teachers ***required*** to know, understand and do? By whom?

Who and what does/ should define/ influence teachers' practices?

Multiple epistemic and ontological ways of framing this:
what do we do with this complexity?

How do we empower teachers to be nation-builders?



Emergent theoretical perspectives

What we should teach new teachers is complicated by...

- A policy 'problem'
- Perceived conflict between global homogenisation of teacher practices versus valued nuances of contextualised experience
- Implicit assumptions around the future we are preparing children and young people for: conceptualisation of knowledge and morality
- Discourses of power and agency – who defines/ should define teacher knowledge and practices? The teacher as agent *for* the local society and agent *of* the national society (Cochran-Smith, 2008)
- Pupil AND teacher development as a social process - what is the role of the interplay between personal and professional contextualised experience?

What teachers need to know/ understand/ do:
an **ecology**, an **economy**




Emerging overarching themes



Professional behaviours
intended to hone practice

Conscious, explicit
development






Self-
knowledge
and required
knowledge

Impact of beliefs about education/ subjects influential upon PCK/ teacher agency (Kind, 2016; Biesta, Priestley and Robinson, 2015)

How do we make explicit internalised beliefs about education?

What is the role of, and the complications inherent to, comparison between internalised beliefs about education and currently required professional knowledge?





Contemporary Educational Issues

School starting age

Climate change

Private versus state education

Standardised testing

Teaching reading

Values underpinning education

Theoretical approaches to education

Inquiry-based learning

The role of inspection

Creativity

‘Creative Thinking in PISA 2021 is defined as the competence to engage productively in **an iterative process** involving the **generation, evaluation and improvement of ideas**, that can result in **novel and effective solutions**.’

(OECD Directorate for Education and Skills, 2018, p. 6)




How do High Performing Learners think?




- Intellectual playfulness
- Flexible thinking
- Fluent thinking
- Originality
- Evolutionary or revolutionary thinking

Creating




- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

Meta-thinking




- Connection finding
- Generalisation
- Imagination
- 'Big picture' thinking
- Seeing alternative perspectives
- Abstraction

Linking




- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

Analysing



- Automaticity
- Speed and accuracy

Realising



(Eyre, 2016)

Discussion: How do the creative ways of thinking link to theories and concepts of creativity you have studied so far?

How do High Performing Learners behave?

What happens if we add these into the mix?

Table discussion: how might these behaviours support development of the 'creating' strand of thinking? Find a way to show the connections between the behaviours and the ways of thinking.

- Collaborative
- Concerned for society
- Confident

Empathetic



- Enquiring
- Creative and enterprising
- Open-minded
- Risk-taking

Agile



- Practice
- Perseverance
- Resilience

Hardworking



Intellectual playfulness

The ability to recognise rules and bend them to create valid but new forms

‘... under the stress of our wish to solve a certain problem – and after our thorough consideration of various parts of the given material – sometimes brain processes tend to assume new forms or structures which, when reflected in our minds, suddenly make us see new relations and thus give us new insights which tend to bring about the solution’ (Köhler, 1972)

‘What distinguishes creative from analytical processes is that the former are punctuated by insights, mental events in which new ideas come to mind.’ (Ohlsson, 2011, p. 87)

Questioning to encourage this creative skill?

Juxtapositioning: Take two very different product ideas. How might they be combined? Think of different ways.



Closing
thought



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