

Exploring the Dual Identities of ITE Trainees

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Dual Identities

- Explore the tensions and symbioses in the dual role of teacher-trainees
– *“There I’m a teacher, but here I’m a student”*
- Develop strategies to enhance the teacher training experience by engaging with employers
- Make recommendations to enhance the in-service training experience



Dual identities: findings

- For some, a disconnection between course and practice.
- Trainees rarely considered as such by themselves or others.
- Bureaucratic aspects of both teaching and course meld.
- Course and teacher educators reinforce rather than challenge attitudes.
- Trainees see teaching as coping; pragmatism over flair.
- Rapid transition from novice to full professional role.



Attitudes to the course

“I didn’t realise [it] would be so prescriptive. I thought there would be a lot more freedom... It was very, very precise and you had to deliver to the exact prescribed criteria.”

Second year trainee at Urban College



Teaching as coping

“I don’t think, for the most part, I’m conceived as a trainee teacher in terms of the responsibilities that I’ve been given....”

second-year trainee at Dale College



Teaching as coping

“I think it’s just the paperwork that goes with it which is the biggest issue that I’ve got. There’s too much paperwork which I really don’t know that much about and people are ringing me up and saying: ‘where’s that form?’ and I don’t even know what that form is.”

second-year trainee at Urban College



Professional Knowledge

"We've looked at learning models and learning styles so far and a lot of the things that are there I've already been doing; I just didn't know I was doing them."

first-year trainee at Dale College



Treat trainee teachers as trainees

Due to the perceived priorities of teacher training both trainees and teacher educators sometimes overly stress the bureaucratic and 'coping' elements of ITE courses.

So, actively prioritise pedagogic elements in teacher training courses.



Deregulation

Whatever the many problems of the deregulation of post-compulsory teacher training, it may offer some opportunities.



Some questions on your practice

- How can you reduce the bureaucratic or administrative aspects of your ITE course?
- What language do you use when commenting on trainees' practice? Fantastic? Brilliant? Good? Do your comments reflect individual progress or absolute standards? How would the trainee know?



Some questions on your practice

- What is theory for on an ITE course?
- Do you get your students to look at theories of learning that challenge andragogy or the idea that adults learn differently to children? If so, which theories?



Dual Identities: The main recommendation

Trainee teachers' experience of education and practice is necessarily very limited.

Therefore there is a need to train or *educate* teachers.

