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TEACHING

MAKING A DIFFERENCE

THIRD EDITION



WILEY



TEACHING

MAKING A DIFFERENCE

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How to Learn: Practical Guidelines for Creating a Learning Community, by Robyn English & Sue Dean, ISBN: 1863667075, Education Services Australia, 2001. • Tyson Yunkaporta: 288 Figure 2: The Eight Ways as Symbols, from Yunkaporta, Tyson 2009 'Aboriginal pedagogies at the cultural interface', PhD thesis, James Cook University. • UNESCO: 314 Figure: 'What are the benefits of an ILFE?' from *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*, UNESCO Booklet 1: *Becoming an Inclusive, Learning-Friendly Environment* ILFE, p. 11, © UNESCO 2008. • Getty Images: 349 © Klaus Vedfelt. • Andrew Churches: 433 From 'Bloom's Digital Taxonomy', by Andrew Churches, April 2009, p. 7. Reproduced with permission from Andrew Churches. • Department for Education and Child Development South Australia: 466–8 © Department for Education and Child Development South Australia 2015. • Princess Pictures: 558 Image courtesy of Princess Pictures. Photograph by John Tsiavis. • Randy Glasbergen: 573 © 1996 Randy Glasbergen. • CartoonStock: 596 © www.CartoonStock.com.

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PART 1

The teaching profession

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CHAPTER 2 Historical insights into teaching 36





CHAPTER 1



Introducing teaching as a profession

LEARNING OUTCOMES

After studying this chapter, you should be able to:

- 1.** describe teaching as a twenty-first century profession
- 2.** begin to understand and analyse your own professional identity
- 3.** discuss key aspects of pedagogical knowledge
- 4.** describe reflective practice and its importance in ongoing professional development.



OPENING CASE Why teaching?

Dimity can't wait. Term 1 is about to start and she will be commencing her first teaching position as part of a middle years team in a large school. She is so pleased that she has been offered a position. It isn't a fulltime permanent position, but Dimity has been offered a contract position for two years on a family leave replacement. This is 'my dream job' she posted on her Facebook page to her fellow university class members. She has filled out all her commencement documentation and notes that she should report to her school mentor, Andrew Doi, who is the head of the middle years campus. Dimity has looked him up on the school home page and finds that he has been central to the design and construction of the purpose-built middle years centre, even designing the building to what were largely his architectural specifications and beliefs about the type of learning spaces that are conducive to teaching and learning in the middle years. He has also redeveloped the entire middle years' curriculum.

After all the anticipation the school year begins. Dimity begins the year by attending the orientation day for new teachers, then the whole school professional learning day held before the students commence. Much to Dimity's surprise the first few weeks fly past and to her relief matters such as managing classroom behaviour and keeping up with her planning feel much like when she completed her final five week placement in a more traditional secondary school setting, where she taught English and History.

Over the weekend she picks up the local paper and finds a picture of one of the school's students, Tom, a student in her Year 7 English class. Dimity had no idea that he excels in mathematics and was awarded a medal in the Australian Mathematics Competition, the world's biggest international mathematics contest. As Dimity reads the article, she notices that Tom has mentioned that he might even consider teaching as a future career option. Dimity stops and begins to consider what it was that attracted her to



teaching. Was it an influential teacher that inspired her? Or was it that she is the first in her family to go to university to get a degree and teaching was the obvious career choice?

1. What influenced you to be a teacher?
2. Think about how you remember your school teachers. How would you like your students to think of you?
3. What career progression and leadership options are available for teachers today?

Introduction

The commitment to teaching that beginning teachers like Dimity bring to their studies and their careers affirms that teachers today — as those who have gone before them — have a love of learning and a genuinely felt passion for teaching. An enthusiasm for learning and a deep commitment to humanity and making a difference in the lives of the next generation are among the qualities of people drawn to a career in teaching. The authors of this book welcome you to the profession and what is ahead.

As you browse through this book, some chapters or headings may immediately jump out at you based on your current understanding of what it means to learn to teach. Initially you may think that all you need to know is something about student learning, planning and managing classroom behaviour. However, from the moment you first enter a school as a teacher and take a look at twenty-first century education from the other side of the desk, so to speak, the complexity and extent of the range of knowledge required to be a highly skilled teacher will become apparent.

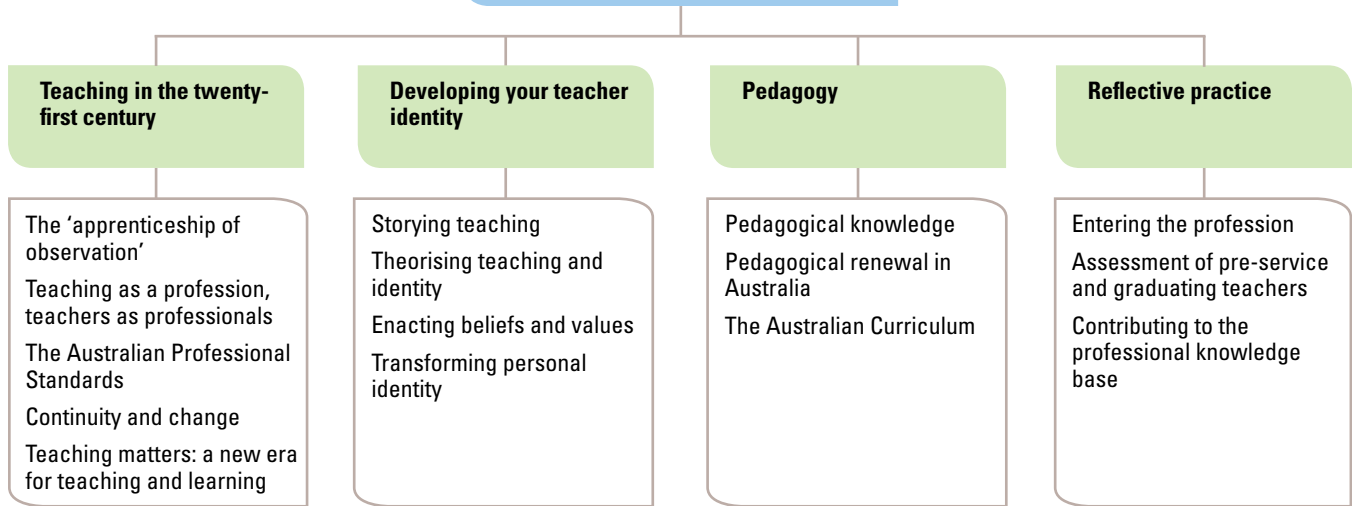
This chapter (outlined in the figure below) will introduce you to teaching as a profession and, we hope, provide you with a starting point from which to explore the many themes presented in this textbook.

This book is designed to support you and help you develop throughout your initial teacher education and your early teaching years. You will also be exploring the big questions about the purposes of education and *your* professional identity, values and beliefs and how you can shape your career as a leader in education.

When you arrive at your first class at a school, take a few minutes to consider why so many people retain powerful memories of their teachers. Many years later a particular teacher may still be recalled with respect and admiration. For some students, a teacher is remembered as someone who helped them completely turn their lives around. In the words of an experienced teacher and teacher educator, 'Whatever the situation, the influence teachers have on their students is long lasting and can be profound. Good teaching makes a difference in the lives of children and young people' (Pugach 2009, p. 1). Through school and classroom experiences, students discover possibilities for their futures, gain the knowledge and skills to pursue their hopes and dreams, and develop beliefs, attitudes and behaviours towards society.

Consider the passage opposite written by a pre-service teacher. The narrative describes the initial experiences of a pre-service teacher and is a snapshot of how an accomplished and outstanding teacher works in today's classrooms, which are rich in student diversity.

INTRODUCING TEACHING AS A PROFESSION



Before commencing on his initial professional placement in his teacher education program, Liam is asked by his cohort leader to prepare a detailed context statement on the school where he is going to be placed for one day a week for the first semester of his course. The starting point for his research is the school's website. The Index of Community Soci-Educational Advantage (ICSEA) score of 1018 reported on the mySchool website shows the distribution of the scores is relatively even. (ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to enable comparisons of the National Assessment Program — Literacy and Numeracy (NAPLAN) test achievement by students in schools in Australia.) The school has a strong emphasis on sustainability and the environment, and is culturally and socio-economically diverse. The suburb is in the inner city and contains many new arrivals, as well as professionals who are eager to live close to the city.

BOTTOM QUARTER	MIDDLE QUARTERS	TOP QUARTER
30%	20%	24%

At the end of his first day of professional experience, Liam is required to complete an online post for members of his cohort. He writes 'in the school environment, and within the classroom and playground there does not appear to be a divide between the students'. However, as he waits with his school mentor at the end of the day, he notices something striking. Parents who are waiting to collect their children after school are gathering in very different ways to what he has observed in the playground and in class. He concludes his 300 word post with the following: 'out of the school there is a more apparent racial divide'.

In his professional subject taught in the following week by his university lecturer each member of the cohort group is required to present to each of their group members an analysis of their initial observation and experiences of their school placement. Liam and his group are encouraged by their lecturer to delve further and to look up the Australian Bureau of Statistics (ABS) data for their respective schools. Liam reports to his group that while the ABS data shows an ethnically diverse area that reflects the make-up of the school, there

is also a staggering variety of birthplaces, with no dominant foreign birthplace, or even a dominant continent of origin.

Liam does not have time to debrief with his tutorial group that day, so he posts again on the discussion board that night. He writes, 'I now understand why my classroom teacher allowed the students to choose their own topic for their survey. At first I thought it would be much easier if all the class were surveying the same thing. One student decided to survey the class on their ethnicity. He counted 13 different ethnic backgrounds in a class of 21. I learnt a lot about the school and the students' needs, interests and backgrounds by the use of an open-ended task. I am looking forward to going back next week and discussing these issues with my mentor teacher. I am learning a lot already from her, I think she is a great teacher.'

How did Liam's teacher become accomplished? When teachers and schools do their jobs well, students from all life circumstances, in every community, attain their potential. The day-to-day choices and judgements teachers make directly affect the quality of learning that takes place and also the lives of their students. In other

words, good teaching matters — it matters a great deal. Once you make the commitment to teach, you agree to take responsibility for the quality of the experiences each of your students will have in your classroom during formative times of their lives and to honour the richness that is in every classroom.

LO
1

Describe teaching as a twenty-first century profession.

professional standards: A set of statements intended to articulate the knowledge, skills and understandings that define good teaching.

critical perspective: A way of viewing information, ideas and practices that refuses to take them for granted, and instead asks what are the implications, and for whom, of this idea or this way of doing things.

Teaching in the twenty-first century

Research in education endorses the idea that there is no single variable that improves student achievement more than the introduction of a great teacher. *Teacher quality* and *teaching quality* go hand in hand. 'Teacher quality — what teachers do' (Riley 2009, p. 7) comprises the identity of the teacher, their knowledge and their ability to develop strong skills in pedagogy, content and theory in order to plan for the learning of all students. 'Teaching quality — what students learn' (Riley 2009, p. 7) focuses on the teaching and learning that teachers put in place on a daily basis to improve student achievement. Teaching quality is dependent on:

- the personalisation of learning within a supportive school classroom and community
- the capacity to implement curriculum relevant to the twenty-first century
- the continuous monitoring and evaluation of student learning.

This book is designed to help you become a high-quality teacher who practises high-quality teaching in accordance with **professional standards**. The Australian Institute for Teaching and School Leadership provides national leadership for the Australian, state and territory governments for the teaching professional and school leadership. The website will provide you with a wealth of ideas and information about the profession of teaching that will guide you through both your initial preparation and throughout your career in teaching or leadership of teaching.

The aim of this book is also to support you to develop a **critical perspective** on learning and teaching and on the professional theories you will encounter during your studies and your work. A critical perspective is a way of viewing information, ideas and practices that refuses to take them for granted. In this way, you can develop your own deep understanding of professional knowledge, practices, your identity and engagement as teacher.

The 'apprenticeship of observation'

What do you remember of your schooling? Do you think it has shaped your views on learning and teaching? Dan Lortie, an eminent American sociologist of education,

coined the term the ‘apprenticeship of observation’ (Lortie 1975, p. 61). The phrase refers to the fact that people who choose to study education begin their course having already experienced more than 12 years of continuous contact with teachers. Lortie argues that the apprenticeship of observation may lead to the assumption that ‘anyone can teach’ (p. 62). This assumption originates, in part, in the proposition that every student can make a reasonably accurate portrayal of a classroom teacher’s actions.

There is little doubt that people wanting to become teachers begin their studies with much more experience of education than a student choosing to enter some other profession. They have, however, as a student experienced only one aspect of teaching — and without an understanding of the knowledge or skill behind their teachers’ practices. It is important, therefore, that now — and indeed throughout your career — you take a critical perspective on your prior knowledge of schooling.

The notion of the apprenticeship of observation is widely used to explain the apparent lack of influence exerted by teacher education programs on teachers’ practice and may help explain the historical reluctance to invest in pedagogical research. It is crucial, however, that, as a profession, teaching possesses and articulates a high degree of specialised theoretical knowledge — and methods and techniques for applying this knowledge in day-to-day work.

Teaching as a profession, teachers as professionals

The view of teaching as a profession and of the type of knowledge and skills that teachers must possess continues to evolve. Figure 1.1, drawn from the findings of an Australian analysis of teacher education (Reid & O’Donohue 2004), illustrates how approaches to teaching and teacher education differ.

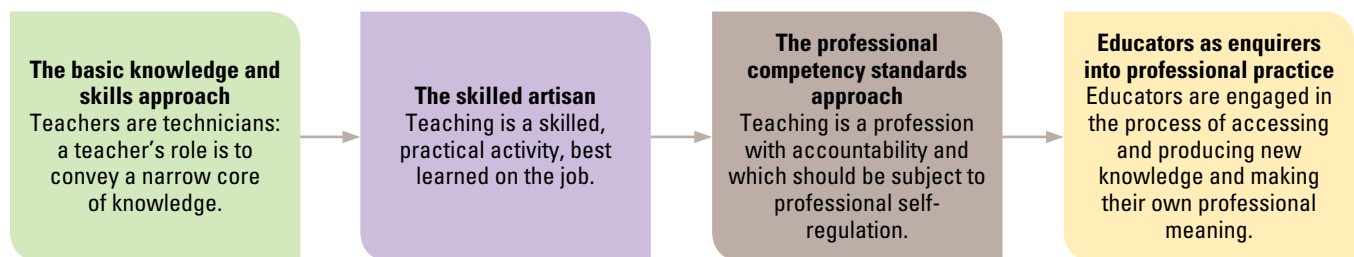


Figure 1.1: The continuum of teacher professional knowledge

Source: Based on information from Reid and O’Donohue (2004, pp. 561–63).

Figure 1.2 shows the building blocks of professional identity and the expertise required of teachers in the twenty-first century. You will encounter these themes throughout your studies. Think ahead a year or two and, like Dimity from our opening case, consider the excitement and challenges you will face in your first year of teaching. You may be aspiring to be a school curriculum or year level coordinator or a leader in community education such as a childcare centre or a not-for-profit organisation. Your course of study will help you recognise and question the loosely formed, or ‘tacit’, knowledge developed through your own experiences of education. It will help you improve your knowledge and skills throughout your career in teaching, which may end up being in a leadership role.

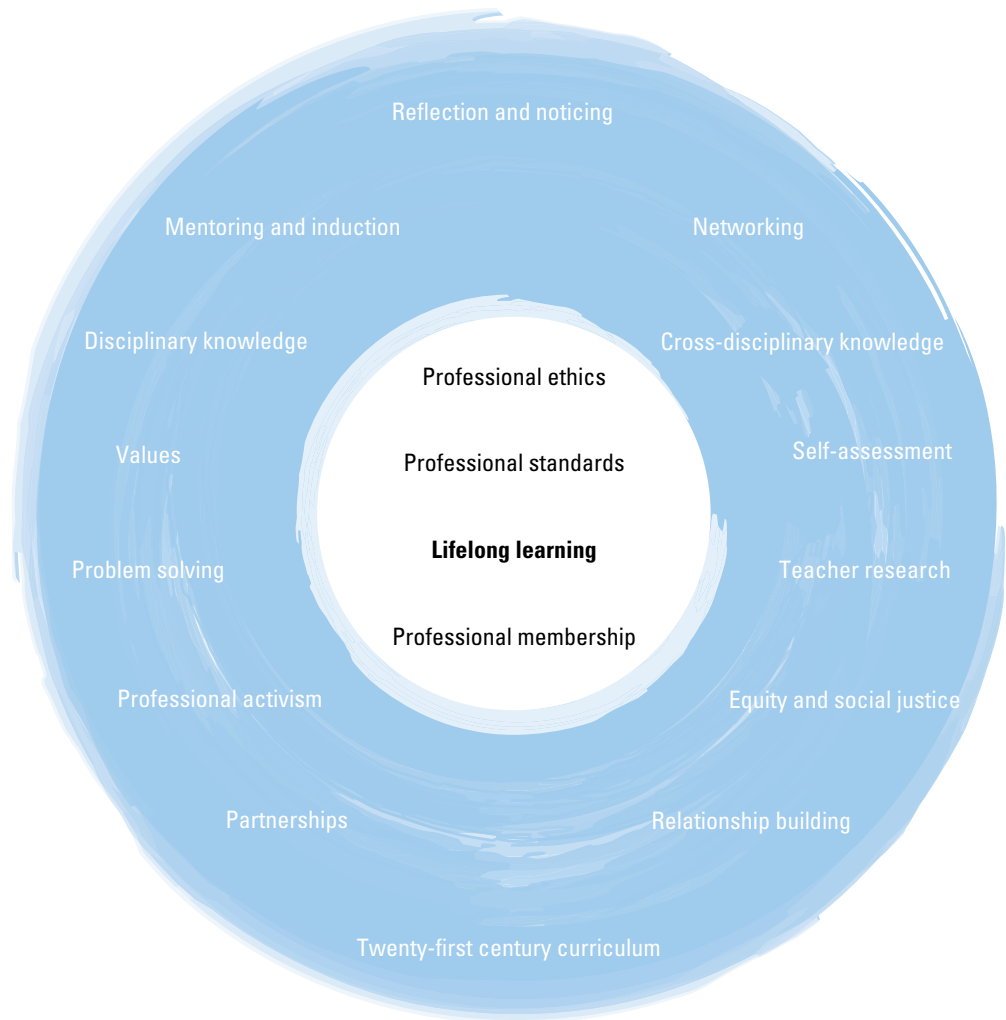


Figure 1.2: Professional identity and expertise in the twenty-first century

At this point, you are likely to be a pre-service teacher, a graduate teacher or perhaps someone just considering teaching as a career. The term **pre-service teacher** refers to students enrolled in a course of study intended to satisfy requirements for employment as a teacher. **Graduate teacher** (or beginning teacher) refers to a teacher in the first and subsequent early years of their professional life. An **accomplished teacher** is an educator who typically has more than five years of teaching experience and can demonstrate expert performance through tangible evidence such as a teaching portfolio or a leadership position. This professional progression is summarised in figure 1.3.

pre-service teacher: A student enrolled in a course of study intended to satisfy requirements for employment as a teacher.

graduate teacher: A teacher in the first and subsequent early years of their professional life.

accomplished teacher: An experienced educator who can demonstrate expert performance through tangible evidence, such as a teaching portfolio or a leadership position.

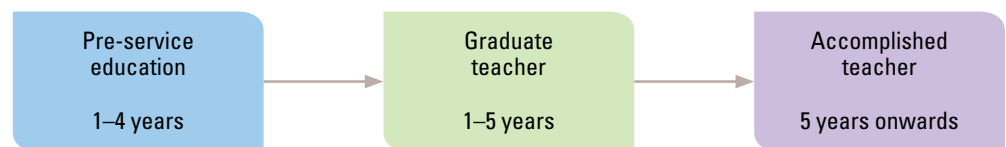


Figure 1.3: The continuum of teaching practice: pre-service to accomplished teacher

Teaching, as you might have already understood, is a dynamic profession. In the twenty-first century change is a constant and every teacher lives and learns through social and professional change. One major professional change that has occurred is the formation of the Australian Institute for Teaching and School Leadership (AITSL). On 14 October 2011, Australian education ministers endorsed the Australian Professional Standards for Teachers. Currently **teacher registration** varies from state to state, and occurs within the first couple of years after graduation when the teacher can demonstrate the required level of professional practice.

AITSL now has responsibility for:

- rigorous national professional standards
- fostering and driving high-quality professional development for teachers and school leaders
- working collaboratively across jurisdictions and engaging with key professional bodies.

The Australian Institute for Teaching and School Leadership (AITSL) career stages are currently defined as graduate, proficient, highly accomplished and lead. The AITSL website has a large section that demonstrates these career stages through illustrations of practice. The My Standards app is also a resource that can be downloaded to both introduce you to the standards and to assist you to gather evidence and personalise your illustrations of practice during your preparation and teaching career.

teacher registration: Formal recognition of the status of a graduate teacher following evidence of professional practice.

The Australian Professional Standards

The Australian Professional Standards (APS) for Teachers comprise seven standards that outline what teachers should know and be able to do (see table 1.1, overleaf). The AITSL website contains detailed information on the APS and also acknowledges the crucial role of teachers in Australian society and their contribution to a high-quality education system.

By the time you graduate, it may well be that several cohorts of teachers before you have been registered through national standards. The time frame for this to occur will depend on what happens in the negotiations between the states and the federal government. Keep up to date on what is happening by visiting the AITSL website regularly. Like all such attempts and long-standing examples of teacher standards, such as those developed by the Ontario College of Teachers in Canada in 1997, developing teacher registration standards aims to capture the key elements of quality teaching. The APS show what teachers are expected to know and be able to do at four career stages: graduate, proficient, highly accomplished and lead. When you look at the Standards you will notice that they are grouped into three domains of teaching: professional knowledge, professional practice and professional engagement. However, teachers with expert professional knowledge recognise that these elements of teaching practice draw on aspects of all three domains and will overlap and interconnect.

Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at the four professional career stages. When you enter an accredited teaching program you will by the end of your course be expected to meet a number of requirements that include standards for the graduate career stage and proficiency in literacy and numeracy.

Table 1.1: The Australian Professional Standards

DOMAINS OF TEACHING	STANDARDS
Professional knowledge	<ol style="list-style-type: none">1. Know students and how they learn.2. Know the content and how to teach it.
Professional practice	<ol style="list-style-type: none">3. Plan for and implement effective teaching and learning.4. Create and maintain supportive and safe learning environments.5. Assess, provide feedback and report on student learning.
Professional engagement	<ol style="list-style-type: none">6. Engage in professional learning.7. Engage professionally with colleagues, parents/ carers and the community.

Source: Australian Institute for Teaching and School Leadership (AITSL).

As a graduating teacher you will be required to attain full teacher registration, moving from what is usually known as provisional registration. It is important to note that work around the use and application of the Standards is still to be undertaken and, until this work is completed, teachers will continue to follow the registration and employment guidelines particular to their jurisdiction and sector.

The teacher registration bodies are:

- New South Wales Institute of Teachers
- Victorian Institute of Teaching
- Queensland College of Teachers
- Western Australian College of Teaching
- Teachers Registration Board of South Australia
- Teachers Registration Board of Tasmania
- Teacher Registration Board of the Northern Territory
- ACT Teacher Quality Institute.

The Teacher Education Ministerial Advisory Group (TEMAG 2015) report to the Australian government has outlined the key role that graduate standards have in assuring classroom preparedness.

Continuity and change

Teaching is a profession that has a long history with traditions dating from Socrates (c. 469–399 BCE), Plato (c. 424–348 BCE) and Aristotle (c. 384–322 BCE).

Australia's educational history is overwhelmingly influenced by Western traditions. Australia, like many other nations, has established schools, structures and education systems that maintain and contribute to our social fabric and culture. Many changes in education have been linked to major historical events or shifts, such as the two world wars and globalisation. Some of the events that have been most influential in Australian education and the educational context are listed in figure 1.4.

Figure 1.5 provides a snapshot of some of the changes that have occurred in approaches to teaching and learning over time. A comprehensive discussion of the history of education, and what we can learn from it, is provided in chapter 2.

2015	Foundation to Year 10 Australian Curriculum is being implemented in all states of Australia
2009	Proposed reform of Commonwealth anti-discrimination legislation — one law proposed
2008	National apology to Indigenous Australians and the Stolen Generations
1992	<i>Disability Discrimination Act 1992</i> (Cwlth)
1985	Reform of education legislation — education extended to students with disabilities from 1985 onwards
1986–93	Initial attempt to implement a national curriculum
1973	Disadvantaged Schools Program — a Commonwealth program to reduce the effects of poverty
1946–60s	Post-war baby boom and waves of immigration — rapid growth of school enrolments
1939–45	World War II
1917–30s	Expansion of secondary education, but by 1946 still only 88% of 13–14-year-olds were in full-time education
1914–18	World War I
	School compulsory for ages 6–13. Many left at the primary level as secondary schooling was fee based
1860s–1870s	Compulsory education legislated, e.g. Public Schools Bill, Tasmania
1788–1901	Settlement of Australia — Colonial period

Figure 1.4: Historical influences on Australian education

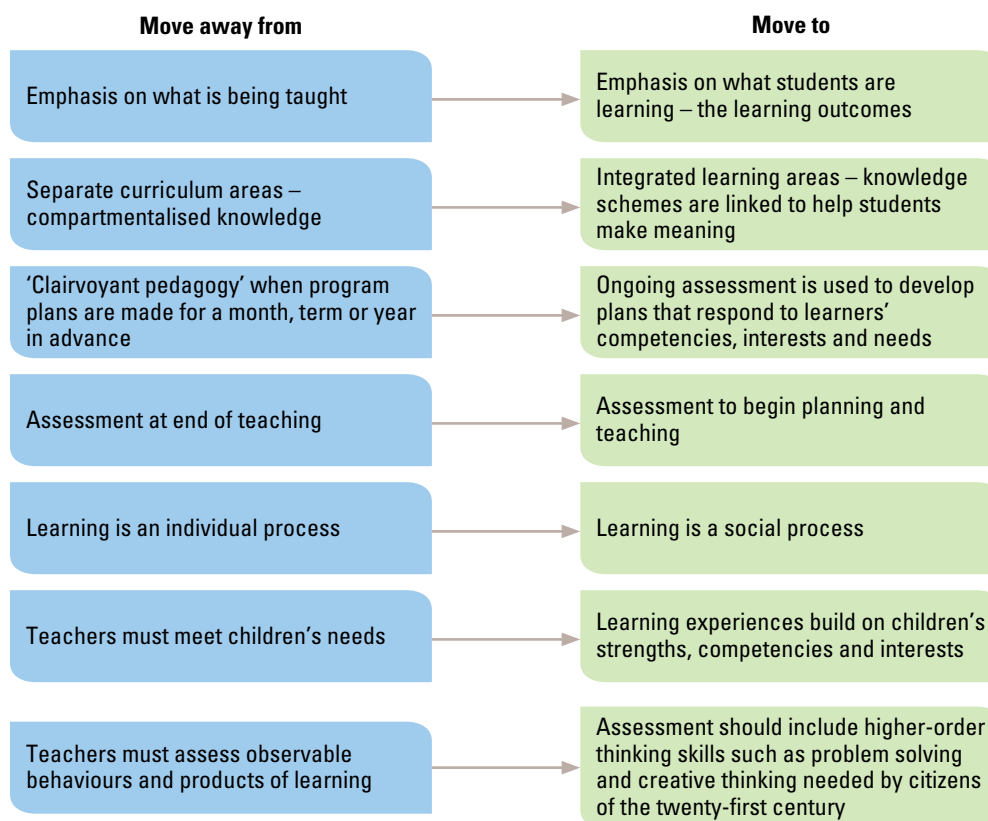


Figure 1.5: How approaches to teaching and learning have changed

Source: Corrie (2002, p. 27, figure 2.1).



What are the implications for me?

The four-year \$16.2 billion program Building the Education Revolution (BER), has changed the look of learning spaces and school buildings across the country. Under the leadership of Professor Jill Blackmore, researchers from Deakin University have worked with the Department of Education and Early Childhood Development in Victoria and the OECD to investigate how schools are using these new spaces. The literature review, *Research into the connection between built learning spaces* (Blackmore, Bateman, Loughlin, O'Mara & Aranda 2011), online videos and conversations with principals based on first-hand knowledge of their schools inform us of these important and innovative changes.



So, questions to keep in mind as you enter schools as a pre-service teacher include: How have the built environment and learning spaces changed in Australian schools? To what extent have images of learning and teaching changed over time? In what ways are active learning and well-being for all students promoted and achieved? What integration of ICT into learning and teaching is used by teachers and students? And finally, is an education revolution visible?

Teaching matters: a new era for teaching and learning

Schooling is shaped by the past, the present and the future. So how do we embrace the future, understand our past and teach effectively now? As Deborah Britzman (2003) has stated, learning to teach is a constant struggle between the 'biography of the structure called schooling and the biography of the learner' (p. 20). Her analysis draws attention to the extraordinarily complex nature of learning and teaching and how every learner is different. Putting the *student* at the centre of the learning and teaching relationship is a critical component of successful teaching, and forms the basis of the chapters in part 2 of this book. Another important building block is to plan, prepare and practise teaching based on a strong knowledge of curriculum, pedagogy, effective learning environments, technology, assessment and feedback. These topics are discussed in detail in the chapters in part 3 of this book. The final pieces of the puzzle are reflection, professionalism and transformative teaching practice, discussed in part 4 of the book.

Throughout the book and across all of its topics, six basic ideas about the learning and teaching process are evident.

1. You, like each student you will teach, are a learner.
2. While common practices among teachers exist, practices will vary from teacher to teacher.
3. Storying accounts of learning and teaching are a valid and accessible way for pre-service and graduate teachers to reflect upon various events and perspectives that inform their beliefs and decision making.
4. Conceptions of teaching taught to pre-service teachers represent contemporary theories of knowledge, but none is absolute. In time they will be replaced, revised or reformed.

5. Personal and professional beliefs arising from research, theory, experience and reflection are the drivers of ongoing change.
6. A career in teaching will involve ongoing workplace and allied professional learning.

It is evident then that becoming a teacher is a commitment to lifelong learning. Consider some more words from Anthea and her colleague Mark, who is teaching in another school. These comments were made in the early weeks of their first year of teaching.

The much anticipated first weeks of teaching have finally arrived and, now in week three, I think I need another holiday. I am loving teaching most of the time, but feel like I have been hit by a train — an express train.

My first class was a Year 11 English class and they were angels; they sat there quietly just wanting to learn. I had been so nervous about teaching in the weeks leading up to the first day and this allowed me to relax a bit. However, this euphoric feeling of happiness was cut short when I met my Year 8 humanities class; if my Year 11s were angels, this class was definitely sent from Lucifer. They tested all my classroom management skills, moving students, rearranging furniture, I even had to kick the entire class out of the room to line up again, but finally, by week three, they join the Year 11s with divine status.

Anthea, graduate teacher

I recall that towards the end of my second placement last year, I felt comfortable enough to shift the focus from my own aptitude to a focus on student learning. This came after a settling-in period and a feeling of comfort in my classrooms. But I am sure that this is a product of time, and am not worried that it has not happened yet this year. But I am sure that I cannot be a good teacher until I spend my time thinking more about what the students are taking in, as opposed to my need to feel competent at the front of the class.

Mark, graduate teacher

Learning in the twenty-first century

The constructivist theory of learning is one of the most debated and most influential theories of education. In essence, **constructivism** suggests that everything a person learns is mediated by their prior experiences and understandings. This means that people build their own knowledge and understanding — they do not simply absorb what they are ‘taught’. Constructivist explanations of learning echo the contributions of well-known theorists such as Piaget (1896–1980), Dewey (1859–1952), Vygotsky (1896–1934), Montessori (1870–1952) and Bruner (1915–). These are theorists you will hear more about in your teaching studies and in the later chapters of this book.

As someone who will be a lifelong learner, it is important to commence your course of study engaging with constructivism and the associated theories that guide our views about learners and learning in the twenty-first century. You need to understand that how you perceive ideas and information is substantially influenced by your past experiences and learning. Personal beliefs, once acknowledged, must be continually held up for scrutiny as learning to teach commences. You also need to know that the learning of each of your students is similarly influenced. This goes to the heart of the

constructivism: An approach to teaching that recognises that everything a person learns is mediated by their prior experiences and understandings; thus individuals construct, rather than absorb, new knowledge.



Every student is unique, with unique learning needs.

concept of ‘teaching quality’, described earlier in the chapter. Each learner has different needs. Deborah Britzman’s earlier stated words highlight the struggle between the ‘biography of the structure called schooling’ and the ‘biography of the learner’ (2003, p. 20) and further hint at some of the issues you will meet. For example, in the 2009 admission to Australian universities, students from the lowest socioeconomic quartile obtained just 15 per cent of places, and only 11 per cent were accepted at the most prestigious universities. This suggests that student achievement is affected by socioeconomic status. As an editorial in *The Age* noted, ‘that is a damning disparity for a “fair go” society’ (*The Age*, editorial, 21 January 2009). Therefore, core to

teachers’ work is ensuring teaching and schools include rather than exclude unique learner perspectives. Indeed, the ‘never ending struggle for social justice’ (Lather & Smithies 1997, p. 50) is an issue for all Australians.

Australia is a very diverse country. It has a range of socioeconomic conditions, diverse geographical and climate characteristics across various parts of the country, and it is one of *the* most multicultural countries. Indigenous knowledge and patterns of immigration have profoundly defined Australia as a nation. Our identity as a nation has shifted and is constantly shifting. The influence of globalisation and technological changes in particular are at the forefront of many changes. Teachers are being continually confronted by the differences between the globally ‘relevant’ and ‘irrelevant’ societies in their classrooms (Castells 1999). These are broad factors that need to be acknowledged in teaching all learners. In addition, each learner’s unique, individual characteristics affect learning outcomes.

With all this in mind, as Baird and Love (2003) state, approaches to teaching and learning that recognise constructivism often include:

- ‘real-life’ activities
- access to expert performance and the modelling of processes
- multiple roles and perspectives
- reflection
- collaborative construction of knowledge
- articulation of personal values and beliefs
- coaching and scaffolding.

As a teacher you are required to balance your students’ learning needs with your own learning, typically developed in the workplace. In essence you will witness and juggle the contemporary debates about learning as you experience learning to teach and beginning to teach. John Holt, an American educator who coined the term ‘unschooling’, returns us to the heart of teachers’ work:

Since we can’t know what knowledge will be most used in the future, it is senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned (Holt 1964, p. 173).