

## Case C: an unconventional school concept

- **Context: a secondary school, basic level, pupils aged 12-16**
- I am a student-teacher and I teach English. During our study, each year we do an internship in a school. We are supposed to switch schools every year, to build on our experience in different school settings. At the moment I am in my third year, and I am working in my third internship.

The school where I am doing my internship is different from the schools I have been working before. This is a 'contemporary school' where pupils' own responsibility for learning is a leading feature. The school wants to prepare pupils for their future by paying attention to collaborative learning, inquiry based learning, projects, creative skills and so on. The pupils are able to decide on own learning goals, plan their learning routes.

The first day I entered this school I was overwhelmed, there was a lot of noise, the hall seemed chaotic and I could not see clearly where the teachers' lounge was situated. Pupils were everywhere, talking in groups, or sitting individually with headphones and laptops.

What is happening here?

I want to become a teacher, but I struggle with the concept I see in this school. What does this mean for my role as a teacher? I have expertise in teaching lessons, but not in coaching pupils. I love the subject I teach, where does this leave me? How can I teach English in a setting like this?

### Available sources case C: an unconventional school concept

- A. Discussion on roles of teachers in contemporary schools
- B. reflect *on own values and choices*
- C. Interviews with students/pupils
- D. mentor teacher
- E. conversation with colleagues
- F. Experiment

# Case C: source A: discussion on roles of teachers in contemporary schools

## DIDACTISCH COACH



**BESCHRIJVING VAN DE ROL**

Ik bevorder als coach het leren en de motivatie van de lerende door een planmatige en doelgerichte wijze van coachen met behulp van een aantal procesgerichte interventies.

"Elk onderdeel heeft zijn voordeel."

BLIKT UIT IN  
Luisterend oor

**ASPIRANT**  
AAN HET LEREN EN PROBEREN

- Ik heb geleerd wat effectieve vragen en feedback zijn. Ik kies nog vaak voor de voorstelling. Ik ben in de praktijk een heel oefenaar.

**TALENT**  
LAAT AL VEEL ZIEN

- Ik weet niet ik wel en hoe ik het kan als didactisch coach. Ik reflecteer tijdens en na het coachen. In less verhar voor het stellen van een vraag dan voor het geven van een antwoord. Mijn feedback wordt steeds beter.


**MODEL**  
DOET HET VOOR

- Ik heb aandacht voor de leerling en stel de juiste (doelgerichte) vragen.
- Ik kies op basis daarvan of ik aanvullende geef, vragen stel of feedback geef.
- Ik check het effect daarvan op de leerling.
- Ik kan mijn handelen toelichten tijdens het coachen.

**MEESTER**  
BRENGT HET OVER

- Ik heb de trainer gezegd bij mij.
- Ik kan mensen didactisch coachen leren door didactisch coachen toe te passen.

## TEAMSPELER



**BESCHRIJVING VAN DE ROL**

Ik ben als teamspeler onderdeel van het team waarin ik verantwoordelijkheid voor de leerlingen deel en waarin ik samenwerk met collega's, zowel vakinhoudelijk als organisatorisch. Hierbij toon ik zichtbaar interesse in teamleden en ons samenwerkingsproces zodat we als team goed functioneren. Ik werk samen zowel binnen de vaksectie als daarbuiten, stel me actief op ten aanzien van de verbetering en ontwikkeling van leerling, team, mijzelf en het onderwijs.

BLIKT UIT IN  
Verboden

**ASPIRANT**  
AAN HET LEREN EN PROBEREN

- Ik werk samen en overleg.
- Ik wil dat anderen uit.
- Ik informeer mijn team.
- Ik ben flexibel. Ik opening in en bij voor mogelijk.
- Ik ben zichtbaar zowel binnen de vaksectie als daarbuiten, neem actief deel aan het verbeteren en ben aanwezig bij schoolbrede activiteiten.
- Ik vertag me in de keuzes die het gericht zijn aan de richting van mijn werkomgeving.

**TALENT**  
LAAT AL VEEL ZIEN

- Ik inventeer problemen.
- Ik zoek samen met mijn collega's naar oplossingen bij uitdagingen.
- Ik heb goed en laat zien gebelief te hebben.
- Ik neem initiatief tot overleg.
- Ik denk bij aan de uitwerking van de schoolbrede initiatie op de vaksectie.
- Ik maak samen planning en programma's.
- Ik neem proactief deel aan verbetering, lever een actieve bijdrage aan schoolbrede activiteiten, ben bij de onderliggende keuzes van de richting van mijn werkomgeving en ben aanspreekbaar op gemiddelde keuzes en mijn handelen in de vaksectie en de schoolbrede context.

**MODEL**  
DOET HET VOOR

- Ik toon interesse in teamleden. We werken. Vragen en toelichting.
- Ik informeer naar behoeve van de ander en laat mijn eigen bijdrage zien.
- Ik heb inzicht in mijn eigen feedback en opbouwende wijze en sta open voor feedback.
- Ik maak samen teamopdrachten en respecteer de keuzes.
- Ik werk samen zowel binnen de vaksectie als daarbuiten, stel me actief op ten aanzien van de verbetering en ontwikkeling van het vaksonderwijs. Ik informeer en/of draag mede verantwoordelijkheid voor schoolbrede activiteiten.
- Ik zie mogelijkheden tot verbetering en verbetering en kan gemiddelde keuzes doen verantwoord met behulp van de theorie.

**MEESTER**  
BRENGT HET OVER

- Ik doe mijn rol met een samenwerkingsproces in team.
- Ik ben een goede teamwerker. Ik heb inzicht in teamprocessen en gebruik deze om slagvaardigheid te bevorderen.
- Ik stimuleer anderen om zich inzet te maken en te verbeteren te bevorderen.
- Ik informeer verbetering en ontwikkeling van vaksonderwijs. In nauwe samenwerking met collega's van andere vaksecties.
- Ik informeer verbetering van de ontwikkeling van de vaksectie en de schoolbrede context, waarbij ik voortbouw op onderliggende keuzes en die kan verantwoord op basis van theorie.

Several Dutch Contemporary schools for secondary education have united in 'Pleion' (platform eigentijds Onderwijs = platform contemporary education). The schools all share the vision that pupils need to be the owners of their learning process and that their education should encourage them to be responsible for their own learning.

The school-based teacher educators in these schools noticed that students from the teacher education institutes who came for an internship had difficulties to adjust. This was also the case with new starting colleagues, who did have teaching experience in other, more traditional school settings.

They decided to develop materials that could be used to help student teachers and starting colleagues to find out what teaching in a contemporary school entails.

For the work of a teacher, 7 roles were defined:

1. teamplayer
2. designer
3. (subject) coach
4. pedagogue
5. visionair
6. subject expert
7. professional in practice

For each role a description was made, with sub-descriptions for four stages of development within that role.

## Subject Coach

### Role description

*'As a coach, I encourage the learning and the motivation of the learner, applying an effective coaching strategy with process-oriented interventions'*

**Special feature:** 'listening'

<b>Starter</b> <i>Learning</i>	<b>Talent</b> <i>Applying</i>	<b>Model</b> <i>Being an example</i>	<b>'master'</b> <i>Guides others</i>
<p>I have learned what effective questions and feedback are. I try to avoid to give direct instruction, but that is still difficult for me</p> <p>I am practicing these skills</p>	<p>I know what I can and can't do as subject coach. I reflect on my role during and afterwards the coaching process I more often chose to pose a question instead of giving an indication. My feedback to pupils is improving</p>	<p>I am interested in the pupil and I am able to diagnose his/her problem Based on this problem I chose what suits best: an indication, a question, feedback I check the effects of my action I can adjust my way of working during the coaching process</p>	<p>Train the trainer suits me</p> <p>I can teach others how to coach by applying the same coaching techniques</p>

1. read the description and envision what this means
2. draw an image /picture of what you have in mind for this role
3. compare your drawing with the person next to you. Talk about both drawings and the idea you had behind it.
  - Do you share the same idea?
  - Does this role become more clear?

## **Case C – source B reflection on own identity as teacher**

What are my ideas on being a good teacher?

What do I think is important in my role as a teacher?

What is my orientation towards the pupils I am going to teach?

What am I afraid of in this particular school?

## **Case C – source C interviews with students/pupils**

**Miranda:** well, of course I would rather NOT go to school, but since that is no option, I think our school is very much OK. The teachers treat you with respect. I feel acknowledged as a person. Yes, we are at school to learn, but we also talk about the bigger picture of why and how. I like the possibility to choose the task I want to work on. In the end, of course you need to fulfil all the tasks, but having a choice is very nice.

**Dennis:** what I appreciate? Last week I had to present a summary of a book I read. I was very nervous about it, I am not very keen on talking English in front of a large group. And Frank (our teacher) said that I could practise this presentation for a small group, including himself. So that was a great help. I did the presentation, I thought I was just practising, but in the end he said, OK, this was very good, consider this task done! This really helped me to feel confident.

**Isabel:** I have chosen to go to this school, because teachers make you feel you are OK, just as you are. I like to study and I am glad with the opportunity to test my vocabulary and grammar every week. This helps me to know where I stand. I do think it is more helpful to get feedback on your learning and be able to practise on things that need improvement, rather than being tested and fail. In my old school, we had tests and if you failed, it just was a failure. And we went on with the next chapter in the book, while you still did not understand the previous subject. Now I practice until I master the task. In the end that is what learning is about, isn't it?

**Marianne:** I am quite ahead of our class in English and our teacher asked me if I would like to assist the junior students who are preparing their first presentation. I can practise my English and help them. I like this role, both because my teacher noticed my progress and because I can develop other skills in helping junior students.

## **Case C: source D - Mentor teacher**

Mentor (M): so, what is your first impression of this school?

S (Student teacher): I am confused, it is so different from what I have seen in other internships and in my own background. I do not see teachers teach as I am used to, it just seems a bit chaotic.

M: I understand that it is difficult for you and that you think that everything is different. But this is a school and there are teachers and pupils, so it is an educational setting, but a different one than you are used to.

So I would like to challenge you to go and explore what teaching in this school is about. What elements in what teachers do DO you recognize?

## **Case C: source E – conversation with colleagues**

### **Frank, teacher English as Foreign language:**

Invest in the relation with the pupils, that is a basic starting point. Trust in pupils is essential, trust them and let them be responsible. If there are problems, for example a pupil is repeatedly late, discuss it with the pupil in a private moment. Do not discuss it in front of everyone.

About the content: Teach like you would like to be taught yourself. If you were a pupil, you would not like to use the book/method as the only source of information. Think about your ideal lesson and teach accordingly.

Essential in teaching is to 'let go'. Often we see new colleagues who want to be very much 'in control'. That is the opposite of the vision of the school. Trust is the starting point.

### **Bob, teacher French as Foreign Language:**

Pupils are responsible for their own learning. But we (teachers) have to help them to become responsible. They are able to do a lot more than you would expect. I am surprised by their ownership and creativity in 'proving' learning outcomes. I have changed my view on assessment since I work here. If pupils think about a way to 'prove' what they have learned, they already need to think about the learning goals, learning activities and outcomes.

I am so glad that I work in this school. If you ask me to describe my work I would say: primarily I coach pupils in learning. And secondly I offer my knowledge of French language as learning object.

Teaching in this school challenged my creativity, there are so many ways to learn a foreign language and my pupils and I are discovering together what works for them.

### **Joanna, teacher geography:**

In this school, I feel part of a bigger picture. I am part of a team of teachers, we share responsibility for pupils' learning with each other. And my subject (geography) also is part of a bigger picture, we do not teach it as a separate subject, but it is mingled with history, economics, language. For example in the lower grades, in the Pompeii-project geography is a part of the project, because vulcanism is an essential element to understand what happened in Pompeii. But that is just one angle to look at the situation, from a historical point of view, you can look at the organisation of society in that period and the impact the eruption of the volcano had in that society. And there is an economic angle as well, ..

My subject became much more interesting in combination with the other subjects and I think this also is beneficial for the pupils, that they see that it is not just a subject in their timetable, but that things are connected.

## Case C – source F: **experiment**

In this source you do an experiment in your class.

Based on your practical knowlegde and whatever information you already gathered, you decide to try out a few things in class.

### **1. Write down**

- what are you planning to do?

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- what are your expectations if your plan works (*what happens , what do you see, how do you feel?*)

### **2. Throw the dice**

If the dice turns to **1 or 6**, your experiment succeeded.

If the dice turns to 2 or 5, your experiment partially succeeded.

If the dice turns to 3 or 4, your experiment failed.

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### **3. What is your conclusion?**

Can you come up with an explanation?

What will your next step be?

If you want to try a new experiment, re-start the procedure.



