**How student teachers learn to teach and acquire the knowledge of teaching, learning, and assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of understanding** | **Taylor’s ways of learning to teach** | **What is it?** | **Who does it?** | **How?** | **Burn, Hagger, and Mutton’s types of knowledge being acquired** |
| Limited | Cascading expertise | Involves the teacher educator or mentor transmitting important practical knowledge on, for instance, managing disruptive behaviour to their student teachers prior to a period of practicum. | Teacher educator  Mentor | Explaining teaching ideas  Modelling how to do it |  |
|  | Enabling Students’ Individual Growth as a Teacher | How a mentor nurtures the development and growth of a student teacher during the practicum. An example of this might be the way in which the mentor supports the student teacher after a difficult class so that they learn from what has happened and have the confidence to return to the same class. | Teacher educator  Mentor | Mentoring  Tutorials  Practicum  Informal conversations before and after classes |  |
| Intermediate | Developing Student Teaching | Experts, normally teacher educators and mentors, helping student teachers establish their own repertoire of teaching strategies. This apprenticeship model (Boyd, 2014) might be a result of a teacher educator modelling a strategy in their classroom, the mentor modelling it in their classroom, the student teacher co-teaching with an experienced teacher, or teaching their own class and receiving feedback on it. What is important is that the student teacher is able to discuss with an expert the strategy so they understand it and get feedback on it if they use it. | Mentor  Teacher educator  Other teachers | Practicum  Observing a mentor or another teacher during teaching practice  Jointly plan and deliver a session with their mentor or teacher educator (See Burstein’s (2009) Professor-in-Residence model)  Target setting  Reviewing teaching materials  Reflection. |  |
| Sophisticated | Student as teacher and learner | Acknowledges the unique position a student teacher holds: they are both a student who is learning to teach and a teacher who is applying this learning to their teaching as they create their own personal pedagogy. However, this can only happens if the student teacher has a disposition to see themselves as a “teacher-learner” (Taylor, 2008, p.78). | Student teacher | Brookfieldian style reflection.  Observing other student teachers teach or mentors teach |  |

Burn, Hagger and Mutton’s (2015) three types of knowledge teachers need to teach:

1. knowledge of students, what motivates them and how they learn;
2. knowledge of the subject being taught and the curriculum;
3. knowledge of how to teach the subject and the curriculum.

**References**

Burn, K., Hagger, H., Mutton, T., (2015) *Beginning teachers’ learning: making experience count.* Northwich: Critical Publishing

Taylor, A. (2008). Developing understanding about learning to teach in a university-schools partnership in England, *British Educational Research Journal*. 34 (1) pp63-90