

Studienseminar für Gymnasien Marburg



The Journey to become a unique Teacher

Elements of an
individualised development process
at

Marburg's Teacher Training Institution



Matthias Möller, Felix Naglik & Michael Röhrig



The Journey
from nicest
town of
Belgium to
the nicest
one of
Germany 😊





Second
oldest
protestant
university
(1527)



How to become a „professional and unique teaching personality“ (Kunze 2021)

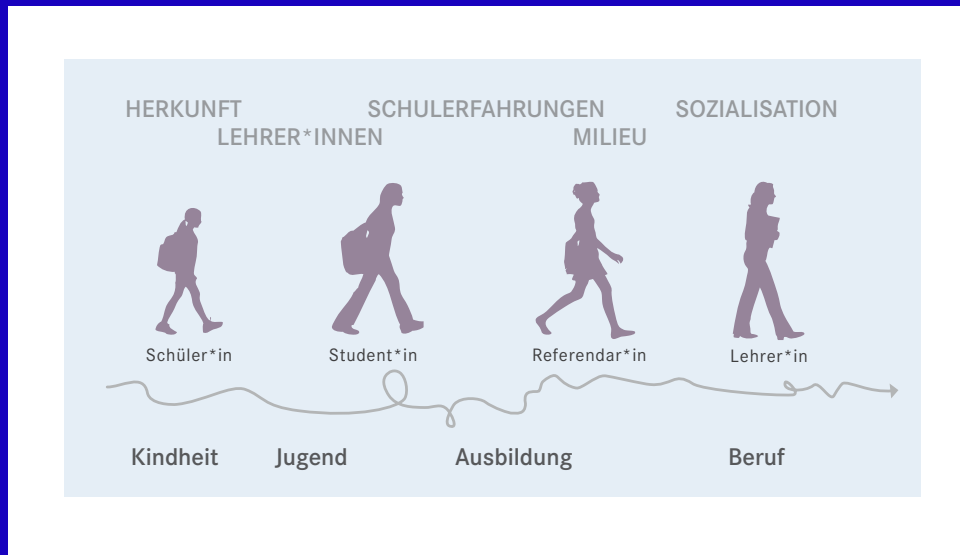
What do you imagine teacher training with a focus on becoming a unique teacher to be like?

Think for a moment!



Crossing the border to Germany: Phase 2

The principle of life-long learning

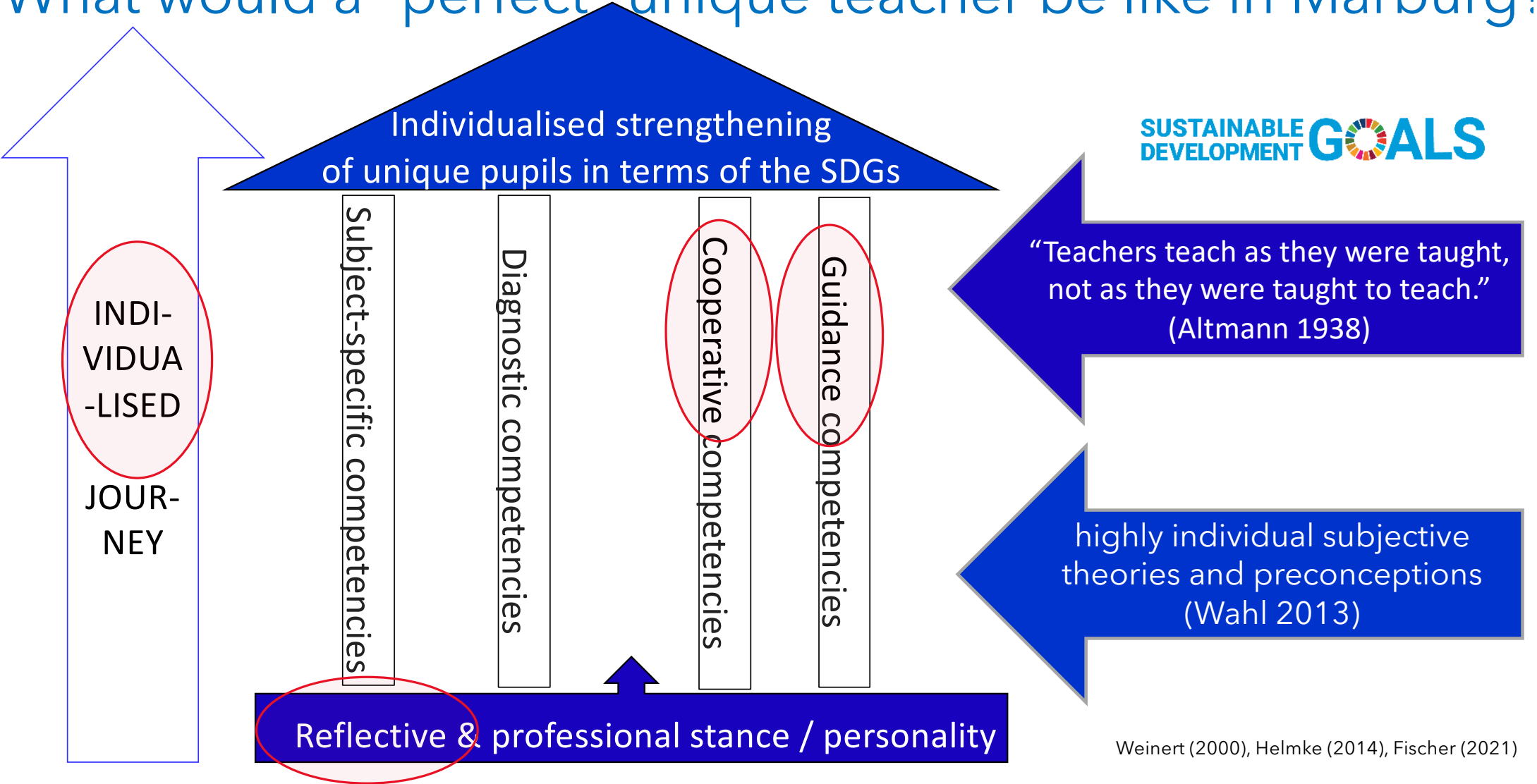


3 Phases of teacher education

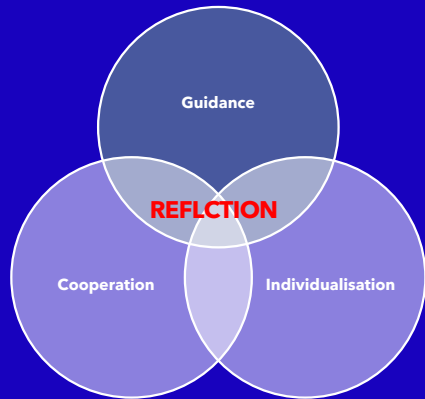
1. University (4-5 years, first state exam)
2. Teacher Training College (21 month, second state exam)
3. in-service (lifelong learning)

from: Junghans, C. "Seminar didaktik", Cornelsen 2022

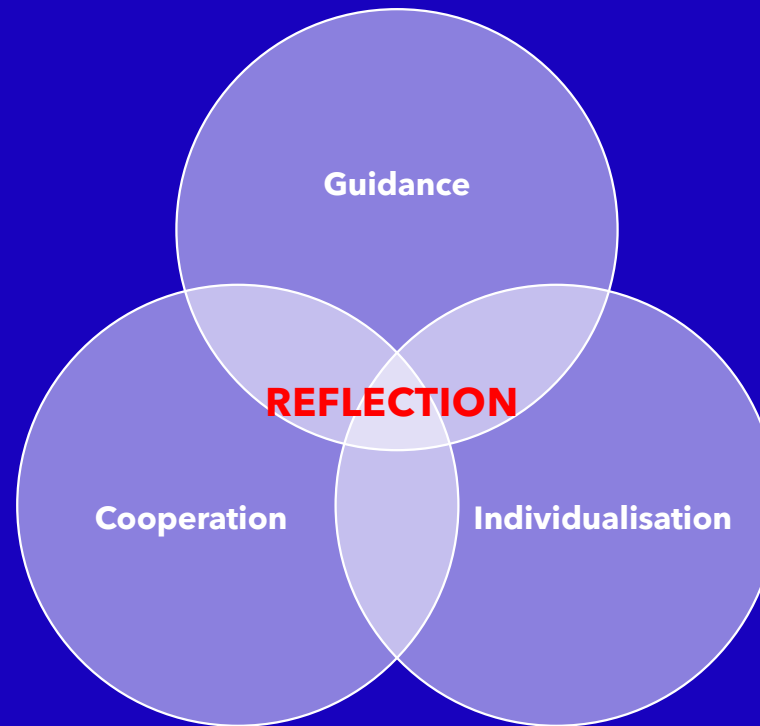
What would a "perfect" unique teacher be like in Marburg?



What we have on offer...

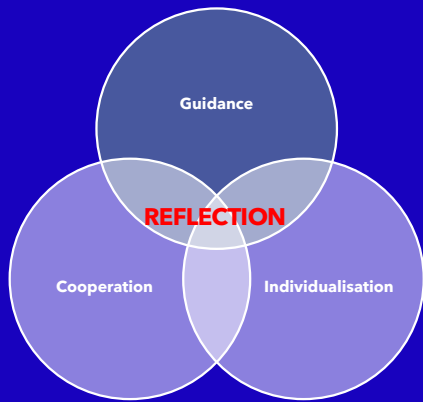


THE BIG FOUR
of an unique teacher



First lesson in SNA

Think: What does the image of a traveler have to do with teacher education?



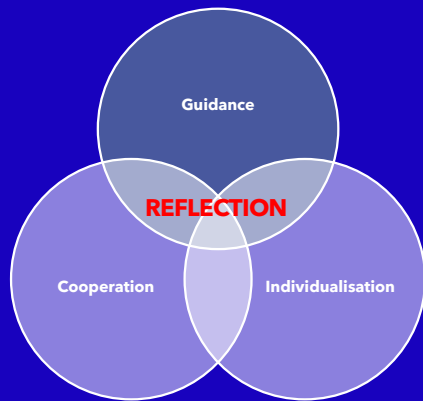
THE BIG FOUR

1. Guidance
in school (SNA)



What we need is "time to meet and talk"

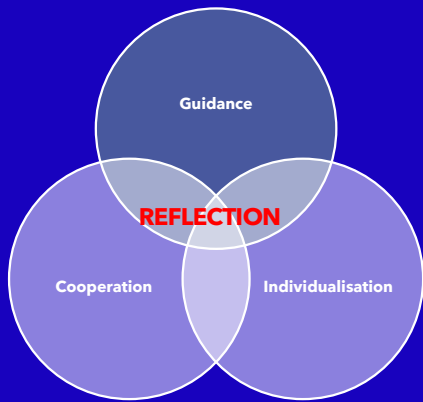
(Kruse, Seashore, Bryck 1994)



THE BIG FOUR

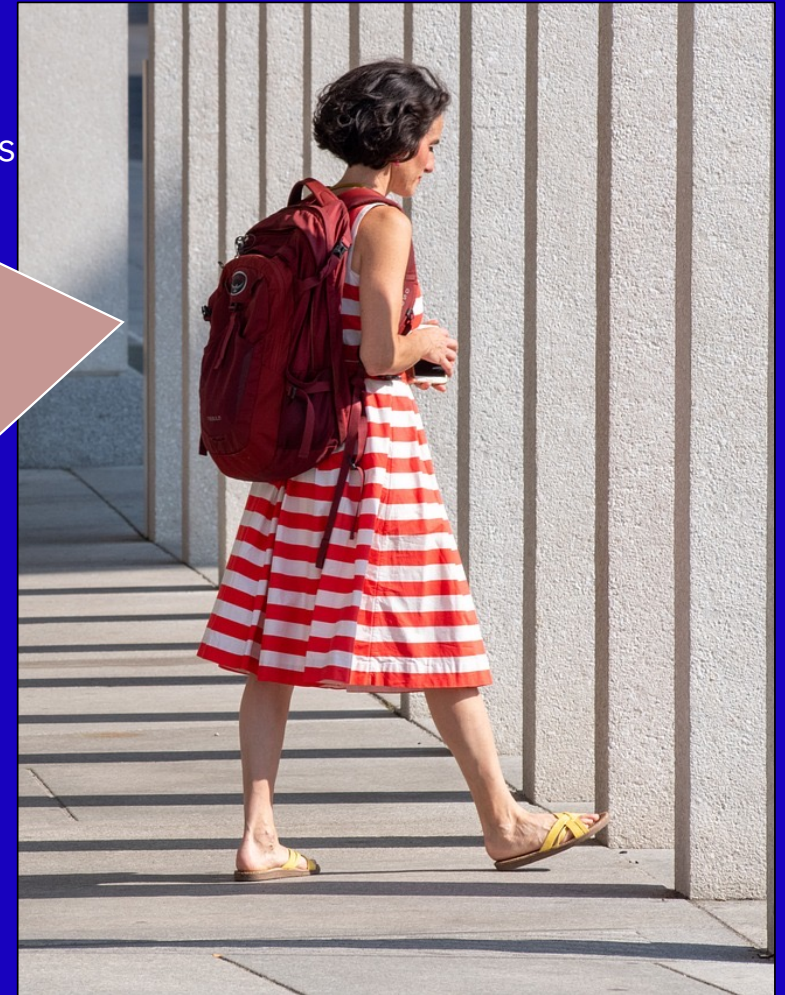
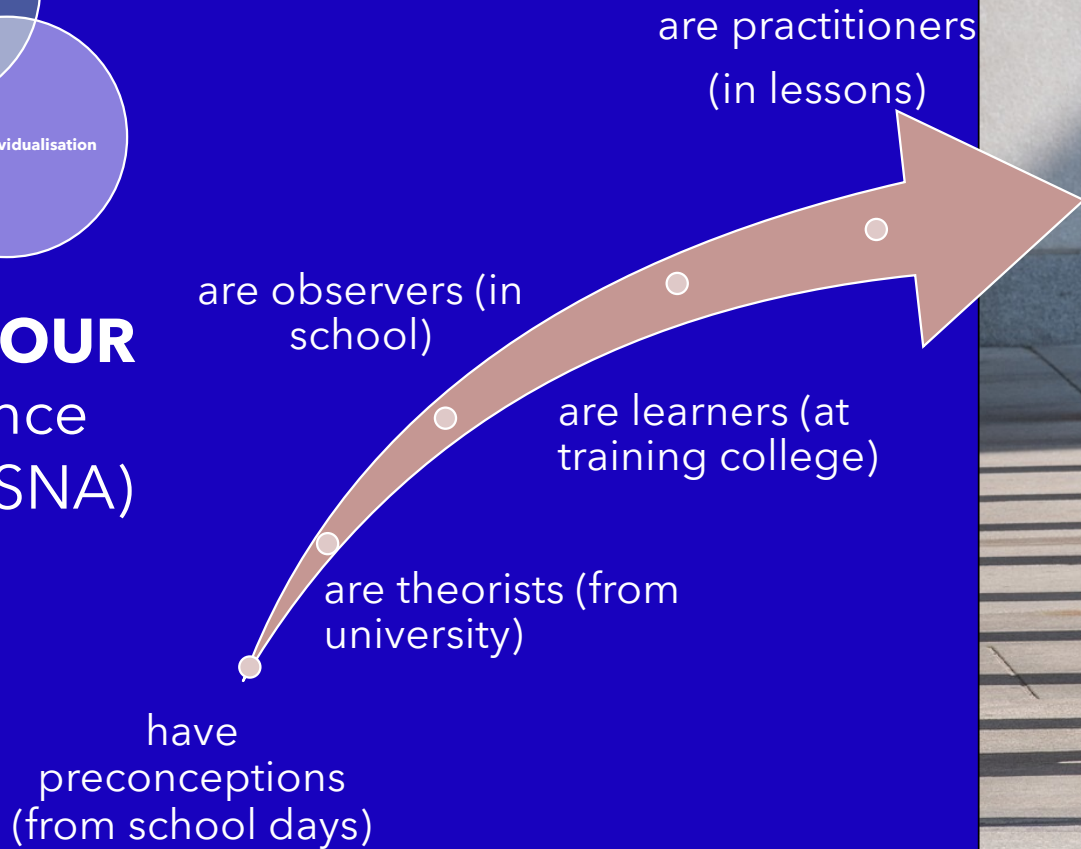
1. Guidance
in school (SNA)





THE BIG FOUR

1. Guidance in school (SNA)



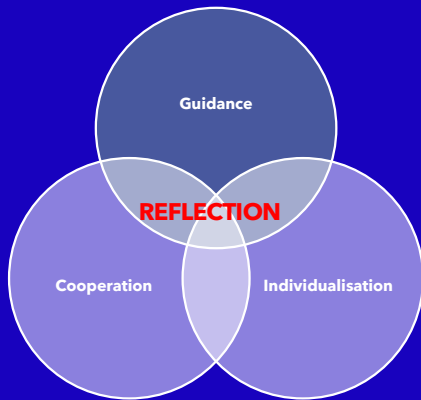
Trainee Teachers on their journey



THE BIG FOUR

1. Guidance
in school (SNA)





THE BIG FOUR

1. Guidance in school (SNA)

identity and development

- facing new roles: between embracing them and setting boundaries
- self-perception vs. perception by others
- teacher and learner reflection of teaching personality
- acknowledging limitations

Tools we have to offer:



personalised guidance

- peer consultation
- cooperative counselling
- development meetings
- discussion of targets
- counselling after lesson observations

Coaching

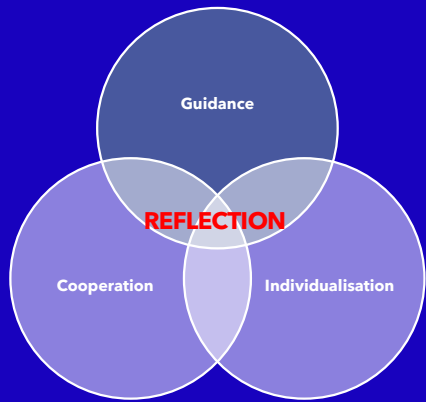
- building world images and influencing preconceptions (teaching portfolio)
 - reflexive writing
- legal aspects of teaching
- cooperating with mentors
- reflecting on teaching practice



THE BIG FOUR

1. Guidance in school (SNA)





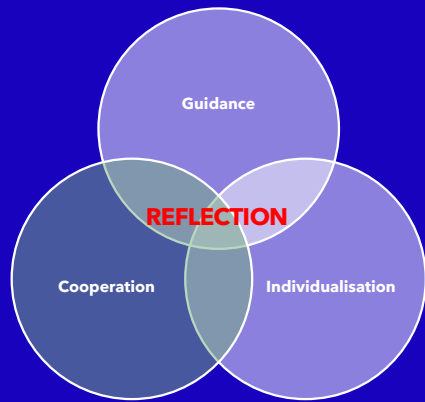
THE BIG FOUR

1. Guidance
in school (SNA)

Travel diary

Think: Take a minute to jot down what you take away from this section for teacher education in your system.



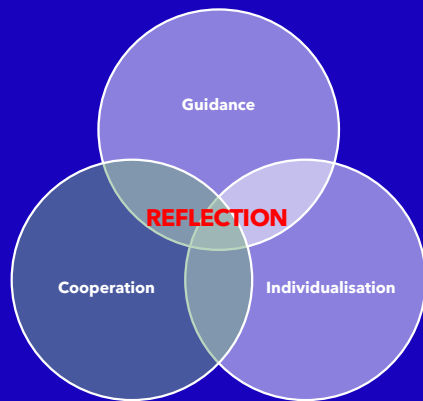


THE BIG FOUR

2. Cooperation

Not only in rough terrain...
...cooperation makes progress easier





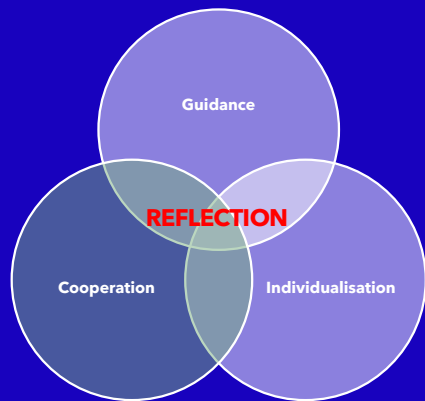
THE BIG FOUR

2. Cooperation

Not only in rough terrain...
...cooperation makes progress easier

Because „[...] cooperative learning offers each teacher a teaching framework which can specifically target pupils' need and performance levels [...] Cooperative learning equals individualised learning.“

(Brüning/Saum 2008: 103f.).



THE BIG FOUR

2. Cooperation

Cooperation is the key...

...becoming the „me“ in the „us“

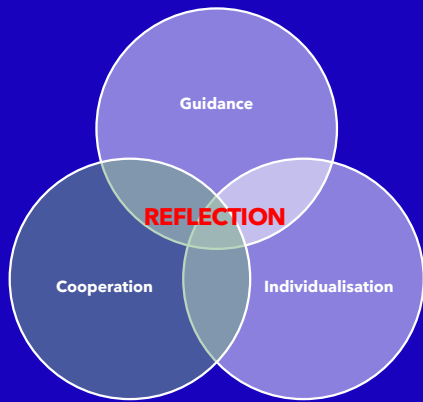
How do we use cooperation in teacher training:

That is our “Educational Bi-Plane” (Wahl 2005:62; Collins et al. 1989; Bandura 1979).



THINK - PAIR - SHARE is used as a principle in training sessions

- to model good teaching,
- to provide settings for emulating,
- to help trainees “feel” the teaching (individually!).

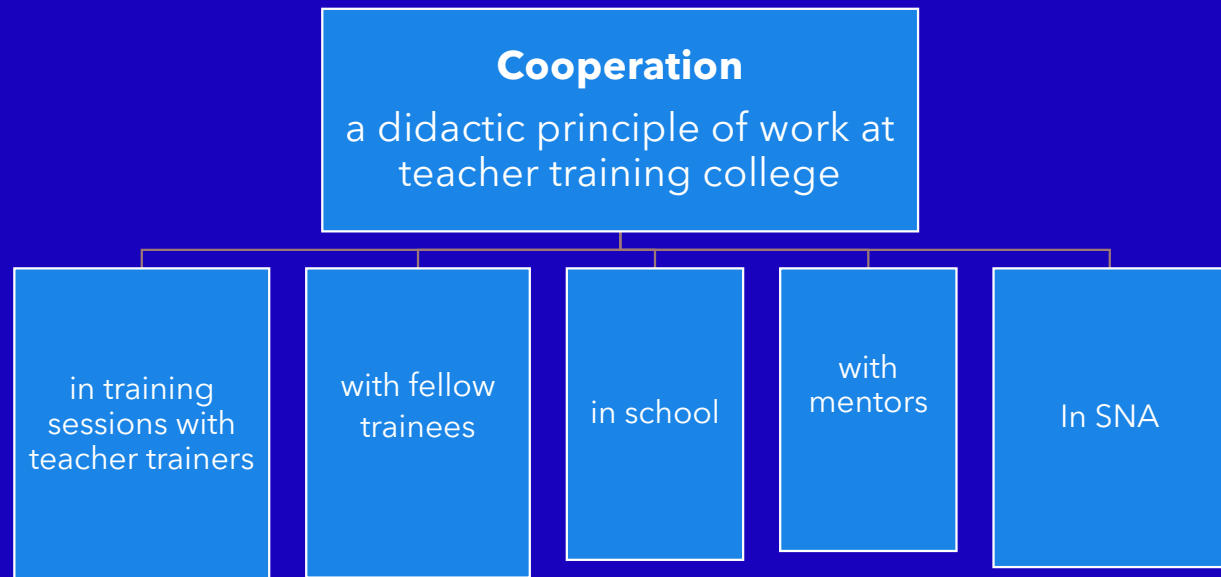


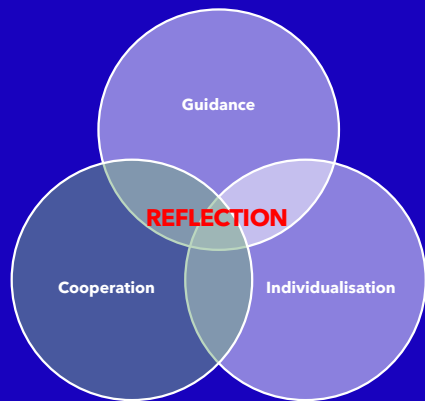
THE BIG FOUR

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Cooperation is the key...
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Where do we use cooperation in teacher training:





THE BIG FOUR

2. Cooperation

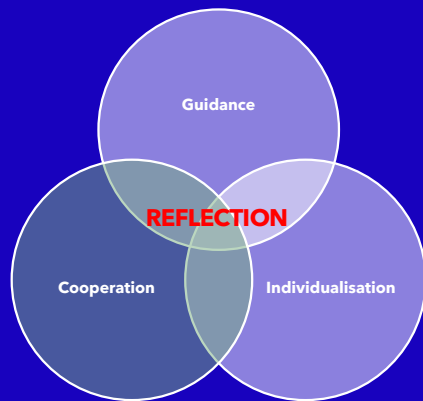
Cooperation is the key...

...becoming the „me“ in the „us“

Trainees are given the possibility for cooperation (and reflecting on it) in multiple professional learning communities:

- pupils (and their parents) whom they teach with sole responsibility over full school terms
- colleagues at school
- particularly: their mentors at school
- fellow trainees at school (SNA) and in subject groups at college
- ...

Because: “professional acting teachers” are in our eyes cooperating teachers in professional communities.



THE BIG FOUR

2. Cooperation

Cooperation is the key...

...becoming the „me“ in the „us“

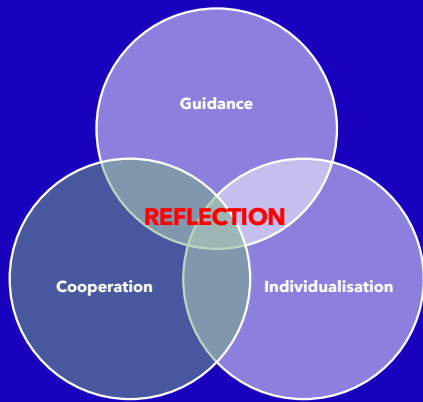
Trainees cooperate with their chosen mentors

- in planning
- in teaching
- in reflecting

Mentors cooperate with

- SNA guidance counsellors
- Teacher Trainers
- Trainees

That's why our focus is on mentoring, because the trainers come to the trainees' classes twice a semester and the mentors at least once a week.



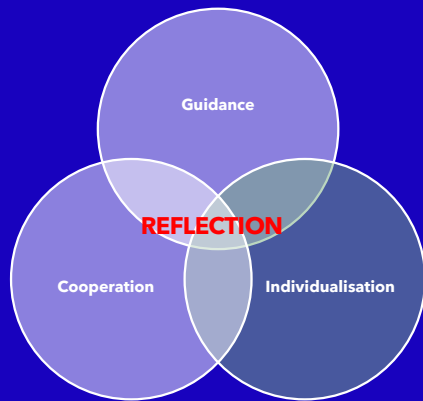
THE BIG FOUR

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THE BIG FOUR

3. Individualisation



Sandwiches

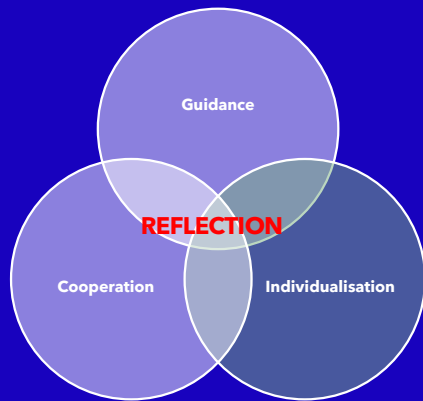
- a personalised way to link theory and practice (Wahl 2013)



TRAINING SESSION: subjective theories/new models & scientific theories/double decker/development goals for putting into practice

TEACHING PRACTICE AT THE COOPERATING SCHOOL: putting into practice/reflecting on experience (individually), feedback

TRAINING SESSION: reflecting together - looking back at subjective theories, development goals and enriching them with new experiences



THE BIG FOUR

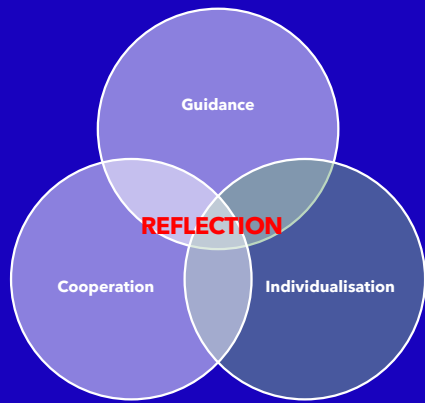
3. Individualisation

discussing quality in lessons:
 in principle systemic
 counselling
 with options in direct feedback

Post-Observation feedback/forward

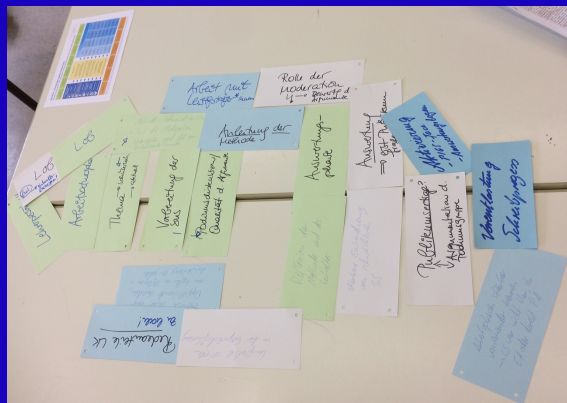
Sequencing feedback sessions:

1. **individual reflection** - silent time (20 mins)
2. Presentation of reflection (10 mins)
3. **Feedback** on the reflection phase
 - providing training on how to reflect
4. Clarifying individual focus and objectives of the feedback session
 - Which aspects are relevant to the trainee for future unique teaching?
5. Guidance/Feedback Discussion: **Empowerment**
 - a. the warm bath - focussing on the strengths
 - b. "sweet in theory sour in practice (Henderson 1972) - focussing on improvements/feedforward
6. identifying professional development goals
 - **trainee portfolio**/study sheet



THE BIG FOUR

3. Individualisation



Post-Observation feedback/forward

MATRIX - Grundlagen guten Unterrichts Beraten, Beurteilen und Bewerten am Studienseminar für Gymnasien Marburg

Deutsch

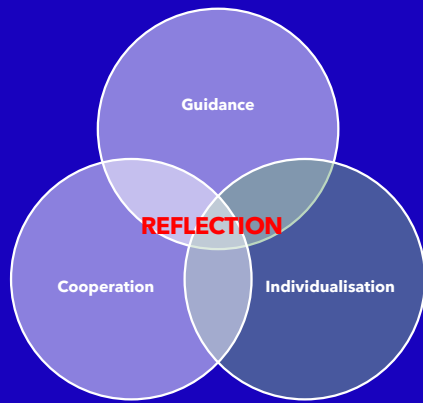
Lehrer- persönlichkeit:	Auftreten & Ausstrahlung	Kontakt- & Empathiefähigkeit	Wertschätzung	Freude, Begeisterung	klares und flexibles Agieren	Klarheit des Rollenverständnisses / Selbstreflexion
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Dimensionen guten Unterrichts		Planung	Durchführung			
	Didaktik	Didaktisches Zentrum, Sachanalyse, Bedeutsamkeit, Materialanalyse	fachliche Korrektheit	Sinnhaftigkeit für Lernende	Fehlerkultur	Flexibilität
	Fachdidaktik	Grundprinzipien des Faches, Methoden und Medien, Einbettung in den Unterrichtszusammenhang	Förderung mündlicher und schriftlicher Ausdrucksfähigkeit	Literatur- und Mediendidaktik / ästhetische Bildung	Reflexion über Sprache / Sprache als Medium und Gegenstand	Fachspezifische Methodik
	Kompetenz- und Zielorientierung	intend. Lern- und Kompetenzzuwachs, vom Ende her denken, Diagnose und Vorwissen	Aktivierung von Vorwissen	Aufgabenformate, Aufgabenstellung	Sicherung, Übung	Lern- und Kompetenzzuwachs
	Aktivierung	Lernanreiz, z.B. kognitiver Konflikt, Berücksichtigung versch. Lernkanäle und Sozialformen, Prinzip Think - Pair - Share	kognitive Aktivierung	Motivation	Methoden, Medien & Sozialformen	Partizipation
	Strukturiertheit / Transparenz	Planung von Anforderungstransparenz sowie von Ziel- und Verfahrensklarheit	Ziel- und Verfahrensklarheit	Kohärenz / Phasenverknüpfung	Unterscheidung von Lern- und Leistungssituationen	transparente Gesprächsstruktur
	Lernprozessbegleitung	Lerngruppenanalyse, Schaffung differenzierter Zugänge	Rolle der Lehrkraft	Feedback	Umgang mit Diversität	selbstgesteuertes Lernen
	Klassenführung	anregende Lernumgebung, flexibles Zeitmanagement, alternative Unterrichtsausstiege	Wahrnehmung der Lerngruppe	Regeln & Routinen / Zeitznutzung	Intervention bei Störungen	lernförderliches Klima
	Gesprächsführung	Antizipation zielführender Impulsgebung	nonverbale Gesprächsführung	verbale Gesprächsführung	Vernetzung & Sicherung	Bilanzierung / Metareflexion

Farbverlauf: Zuwachs des Komplexitätsgrads

Reflexion:	strukturiert & kriterienorientiert	Thematisierung relevanter Stärken & Schwächen	Alternativen & Konsequenzen entwickeln	realist. Einschätzung des Kompetenzzuwachses	Qualität der Selbst- & Situationswahrnehmung
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Quellen: Amt für Lehrerbildung Hessen (2011). Auf dem Weg zum kompetenzorientierten Unterricht - Lehr- und Lernprozesse gestalten. Ein Prozessmodell zur Unterstützung der Unterrichtsentwicklung; Hattie, John (2014). Lernen sichtbar machen für Lehrpersonen. Hohengarten: Schneider-Verlag; Helmke, Andreas (2015). Unterrichtsqualität und Lehrerprofessionalität: Diagnose, Evaluation und Verbesserung des Unterrichts. Seelze: Klett-Kallmeyer; Hessisches Kultusministerium (2011). Hessischer Referenzrahmen Schulqualität (HRS). Qualitätsbereiche, Qualitätsdimensionen und Qualitätskriterien. Meyer, Hilbert (2016). Was ist guter Unterricht? Cornelsen Berlin. Die Arbeitsergebnisse des Seminars des Studienseminars für Gymnasien Marburg vom 25.08.2016.



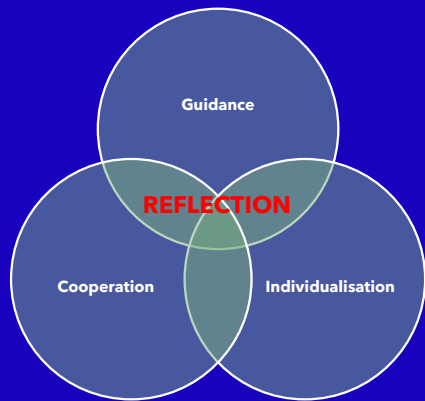
Travel diary

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THE BIG FOUR

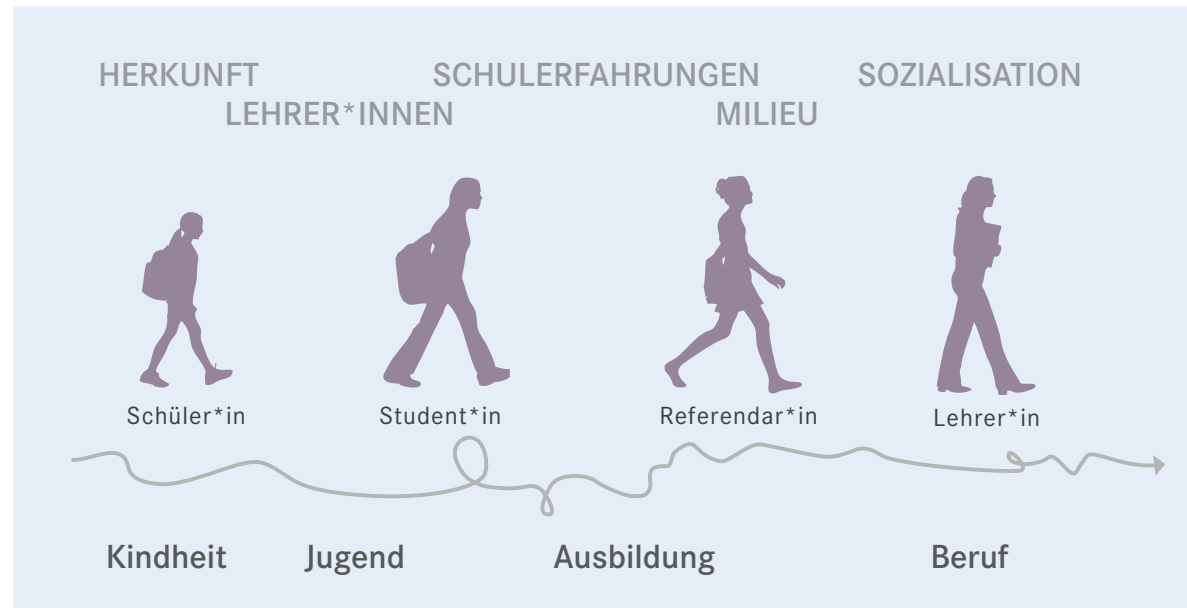
3. Individualisation

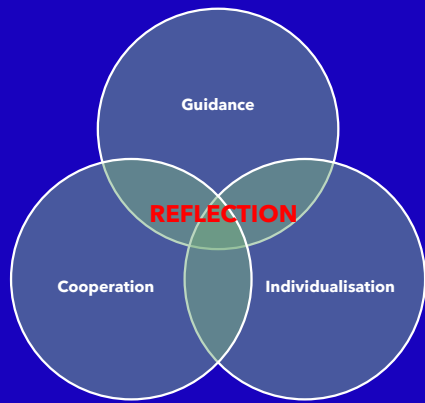


Becoming a unique teacher,
Becoming a **self-reflexive** teacher!

THE BIG FOUR

4. Reflection

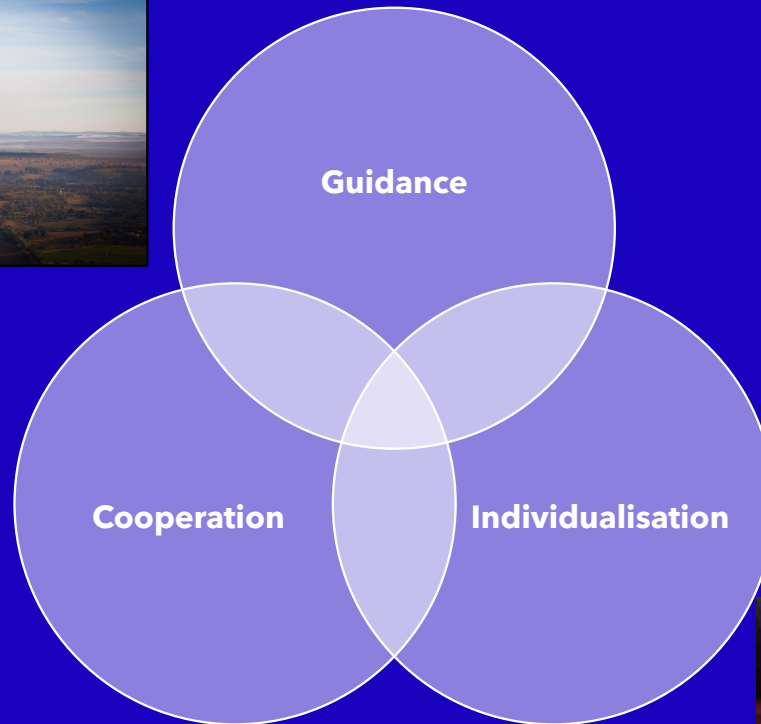




Reflexion: from beginning to ending - everywhere



THE BIG FOUR 4. Reflection





Welcome back to Leuven!

- o Wow!
- o How?
- o Now!
- o Any question?

*Danke u well! Thank
you! Danke!*

FEEDBACK
please!





LITERATURE

- o Altmann, H. (1983): Training foreign language teachers for learner-centered instruction. Deep structures, surface structures and transformations. In: Alatis, J. E./Stern, H. H./Strevons, P. (Eds.): Applied linguistics and the preparation of second language teachers. Washington DC: Georgetown University Press, pp. 19-26.
- o Brüning, L./Saum, T. (2008): *Erfolgreich unterrichten durch Kooperatives Lernen. Band 1: Strategien zur Schüleraktivierung*. Essen: nds.
- o Green, N./ Green, K.: (2005): *Kooperatives Lernen im Klassenraum und im Kollegium. Das Trainingsbuch*. Seelze-Velber: Kallmeyer.
- o Henderson, G. L. (1972): Individualized instruction: Sweet in theory, sour in practice. [...] (<https://doi.org/10.5951/AT.19.1.0017>).
- o Kunze, I. (2021): *Individualisierte professionelle Entwicklung angehender Lehrkräfte. Vortrag beim digitalen didaktischen Staffellauf des Studienseminars für Gymnasien Marburg am 03.03.2021*.
- o Junghans, C. (2022): *Seminardidaktik*. [...] Cornelsen 2022.
- o Kruse, S./Seashore Louis, K./Bryck, A. (1994): *Building Professional Community in Schools*. In: University of Wisconsin-Madison, Center on Organization and Restructuring of Schools (Eds.): *Issues in Restructuring Schools, Issue Report No. 6*. Madison, pp. 3-6.
- o Wahl, Diethelm (2013): *Lernumgebungen erfolgreich gestalten. Vom trägen Wissen zum kompetenten Handeln*. Bad Heilbrunn: Klinkhardt.