8.2 Developing further as a teacher

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Introduction

During the course of your initial teacher education (ITE) you receive a considerable amount of advice, observe many experienced teachers, become familiar with 'requirements' of the role and develop your teaching. However, none of this, and nobody, can tell you exactly how to teach to enhance pupils' learning. That is because teaching is a highly complex *practice*; teachers develop ethical, social and intellectual behaviours that make them increasingly attuned to pupils as young individuals and affect the likelihood of pupils being able to learn. To develop as a teacher means examining your assumptions about how pupils learn and about the teacher's role in this. It means understanding that your further development as a teacher, during ITE and on transition to an induction period, depends on deepening your understanding of teaching as a highly complex practice. In other words - it's about *your* learning as a professional.

You may find yourself teaching with considerable energy during your ITE school experiences, but when you look deeply at what your pupils are learning, you may identify some significant gaps between what you set out to teach and what your pupils actually learn. This is completely normal in the early stages of learning to teach. It is important that you resist interpreting this as a problem pupils have with being able to learn in the ways you want them to. This can be called a 'deficit analysis', where the teacher pays less attention to their own development needs and identifies 'problems' within pupils as the reasons why lessons do not go as anticipated. A frequent problem is when pupils' lack of progression is attributed to a lack of 'ability' (a very common misconception) or their own behaviour issues. This is a major obstacle to student and early career teachers' development. Teachers accept responsibility for the conditions they bring about in the classroom to enable learning. Your development as a teacher depends on how you are able to interrogate deeply what has happened in your lessons and to reject simplified explanations for why pupils do not always learn when you are teaching. Development means that you gradually learn to adapt your teaching based on deepening knowledge of your pupils, within the context of your particular classroom and the subject you teach. This is based on your developing professional judgement.

This unit introduces you to the ideas of becoming a professional in the early years of teaching, developing your identity as a teacher and extending your capacities to continue professional learning. Within this, it introduces you to core ideas about how teachers learn, in relation to your development as *a professional*. Exploring these ideas is not just important at the start of your career; they underpin

the ways in which a teacher develops into an expert practitioner and goes on learning throughout their professional life.

OBJECTIVES

At the end of this unit, you should be able to:

- Understand what it means to become a 'professional' as you transition beyond your ITE programme
- Reflect on your developing teacher identity
- Understand that developing professional judgement is highly complex and requires developmental tools (critical reflection, enquiry, the use of evidence, engagement with theory, collaboration, mentor feedback)
- Learn from the experiences of recently qualified teachers within your school context
- Understand the importance of learning throughout your teaching career.

Check the requirements of your ITE programme to see which relate to this unit.

Becoming a 'professional'

When we say that no one can tell you how to teach, we are referring to a particular view of what it means to be a teacher, underpinned by an understanding that teaching is a professional practice. The term 'professional' is used in a variety of contexts, often meaning 'paid for' as distinguished from 'amateur'. However, it also has a specific meaning as a distinctive form of occupation.

Our use of the term profession is as a particular category of occupation which plays a specific role in society and which requires specialist expertise not available to a lay-person. Each profession comes with a set of assumptions about the nature of the work and the responsibilities and activities of a professional. Professionals act under an ethical code (see unit x). In performing a specific role and with specific expertise comes trust, prestige and status in society. (Teaching was once considered a semi-profession (along with nursing, accounting and others), whilst doctors, lawyers and some other specialist occupations were considered professions. However, semi-professions, including teaching, are now generally considered professions.)

So, how do professions look different from other occupations (some of which call themselves professions), what does this mean for new teachers, for your development as a teacher and what is understood by professional practice? Freidson (2001) argues that there are three types of occupations that require different types of training:

- Skilled occupations require work-placed training that takes place through an apprenticeship type model, where skill is learnt "on the job" guided by an experienced crafts-person.

- Technical occupations require specialist training which takes place both in the work context but also in specialist environments, where the concepts that underpin the technical training are explained to new entrants.
- Professions require additional specialist input, in order to understand how knowledge about the field is created and what counts as valid knowledge: this is why he argues that professions nearly always situate their training, at least in part, in Universities.

The entrance requirements for professions also play an important social and gate-keeping role that helps generate professional (and collective) identity. In the current education tradition in England, one could argue that schools play a large role in knowledge generation (particularly through the research-engaged school movement) and that entrance to teaching is now also monitored by a range of providers, not just Universities. The importance of shared research-engagement by schools and Universities in the preparation of teachers has featured in a revision of ITE in Wales (Furlong, 2015). This is an example of a policy commitment to teaching as a profession, in which participation in generating knowledge and scrutinising knowledge about learning and teaching is regarded as essential to becoming a teacher.

Freidson's (2001) three categories are echoed by a similar categorisation suggested by Orchard and Winch (2015). Placing their analysis in a more contemporary context, they refer to three ways in which teachers and teaching are viewed – not always as a profession. Understanding these categories should help you when your professional status is questioned by people outside the profession.

The first category is where teachers are seen as craft workers, a reductionist and limited view of teaching that focuses on specific skills which can be learnt through an apprenticeship to a more experienced 'master' practitioner. In the second category, teaching is characterised as a highly skilled profession. Orchard and Winch (2015, p.11) argue that this continues to be a fairly impoverished view of teaching, as it positions teachers as executive technicians, who are "told prescriptively by others what to do, without needing to understand why they are being told to do it". In both these categories, teachers are viewed as technical workers with a considerable emphasis on the practical aspects of teaching, focussing solely on the observable actions of teachers in the act of teaching.

However, Orchard and Winch (2015) promote teachers as professionals:

> The teacher who is able to engage with theory and the findings of educational research shares with the craft worker teacher a capacity for self-direction. By contrast, though, the professional teacher is able to judge right action in various school and classroom contexts from a more reliable basis for judgment than intuition or common sense. A teacher who is able to make good situational judgments does not rely on hearsay or unreflective prejudice. She draws on a well-thought-through and coherent conceptual framework, on knowledge of well-substantiated

empirical research, and on considered ethical principles, to arrive at decisions in the classroom context (p. 14).

The distinction then of teaching as a profession, takes into account a more expansive view of teachers' work, acknowledging the complexity of teaching and learning and the number of judgements teachers have to make in the course of their professional practice. This distinction also acknowledges that this specialist expertise comes from a solid knowledge base, grounded in concepts and closely linked with research. The challenge that faces many new teachers is how to develop that knowledge base, whilst engaging in the complexity and immediacy of a classroom environment. Additionally, it can be challenging to gain access to high quality knowledge from other sources, and particularly from research which is often described as inaccessible for teachers in both the way it is published and in the way it is written. Subject associations usually publish a professional journal which translates research into practical applications. Once a teacher becomes aware of research a further challenge is to review its quality and the extent to which it is robust evidence, or unreliable 'snake-oil'. Now complete task 8.2.1.

M Level Task 8.2.1 Being a learner of your own teaching

According to Hattie (2009), who carried out analysis of over 800 studies of effective teaching:

> …*the biggest effects on student learning occur when teachers become learners of their own teaching* (p. 22)

Before reading further in this unit, reflect on this statement, then discuss with other student teachers and your tutor:

- What do you think it means for teachers to become 'learners of their own teaching'?
- What activities and processes can help you to become a 'learner' of your own teaching?
- What challenges might you encounter to maintaining a focus on being a learner of your own teaching during your time as a student teacher and beyond?

Record the results of your discussions in your professional development portfolio (PDP).

Being a learner of your own teaching

Part of becoming a professional is maintaining a commitment to your own learning about your own teaching throughout your career. It is therefore important that, as a professional, you remain up-to-date with advances in your field, in subject content and pedagogy and teaching and education more generally. Alongside gaining experience, you are expected to actively seek opportunities to increase your knowledge, skills and often your qualifications . Developing these expectations from the start of your career will help to orientate you as a member of the teaching profession. See below and other units in this book.

Developing a teacher identity

Becoming a student teacher is a life-changing choice. You will no doubt face many challenges, become extremely tired, possibly emotional at times. Hopefully you will also discover just how resilient you can be (see unit x) and also how immensely rewarding the job of teaching is. It is rewarding *because* it is hard, because it is not for everyone, but when it is right for you, you know that your everyday actions make a difference to the young people in your care. When people ask you "so, what do you do for a living?", you'll say "I am a teacher". That is saying much more than "this is my job" or "this is my skill set". It is saying something about you as a person, the things you value and the commitments you have made. That is why your development as a teacher is extremely complex and extends far beyond any particular set of standards or frameworks that set out to define teachers' knowledge and skills at a particular time.

It is not unusual to hear new teachers use acting metaphors when referring to classroom practice: the classroom becomes a stage, they worry about their performance in a lesson or in their interactions with pupils. In more reflective moments, new teachers might recall occasions when they did (or did not) really "feel like a teacher". This is a question of developing a teacher identity.

Your decision to become a teacher has been influenced by your personal history. You start your development as a teacher having already spent probably fourteen years of your life as a pupil, forming a view of what it is that teachers do. Due to your own experiences as a pupil, you already have deeply embedded images of what it means to be a teacher. What are your images of a teacher? These images are formed early in life (Zeichner and Liston, 1987) and are often underpinned by enduring and resistant beliefs about teaching (Pajares, 1992). These images are also closely aligned to the sort of teacher you want to be: both in terms of personal attributes, but also the subject or phase you are specialising in. Research (Brooks, 2016) suggests that these images are grounded in stories which, when analysed, reveal strong values about what being a teacher (for example, a geography teacher) means to you: why you want to teach that subject (or phase), or why teaching attracts you, and how it relates to other values that you have about your personal and professional life. Learning to teach requires you to re-examine these images and beliefs, particularly in the light of experiences in trying to live up to them.

When applicants for ITE are interviewed, they frequently tell stories about how much they want to make a difference; to inspire others to share their love of a subject. Some say they want to do a better job of it than some of the teachers they had at school; others say they want to be as good as the teachers who changed their lives. Whatever you said in your interview, it was informed by your pre-existing perceptions of what it is that teachers do and the values you attach to that. Entrants to teaching convince their interviewers that their values are based on providing opportunity; overcoming

barriers to the attainment of young people, giving them a fairer chance in society. Such values will continue to underpin your development during ITE and beyond.

Growth as a *professional* is deeply connected with growth as a *person.* That is why the process can be unsettling as well as exhilarating; you are developing a teacher identity that involves far more than the acquisition of a set of skills. It involves considering the values and beliefs you currently hold about how pupils learn and re-evaluating your own attributes that will help you to become a teacher. This necessarily involves some discomfort and most student teachers find themselves having moments of doubt during the year - about their subject knowledge, skills, capacity to make relationships with learners and about managing the sheer complexity of teaching (see unit x). It is extremely important to be aware of this process and to maintain a balanced perspective. Now undertake task 8.2.2.

Task 8.2.2 Exploring what it means to be a teacher

- Identify two teachers who were excellent teachers for you as a pupil, in any subject or phase. Write two separate lists of all their qualities and characteristics as you remember them (their perceived *attributes*).
- Now compare the lists. It is almost certain they contain some common features, but also contain some different attributes. Some attributes will be more significant for one than the other - some may even not exist for one teacher.
- If possible, compare your lists with lists developed by another student teacher or your mentor. Discuss how far you can agree on 'core' attributes that exist across lists. Which attributes do you believe to be 'non-negotiable' - why? How important is it that there are some attributes that are unique to, or more present in, some teachers than others?

Store your findings in your PDP.

Developing professional judgement

The mandatory standards to become a qualified teacher that apply at any particular time are produced within a policy environment that continues to change. They provide a framework for accountability and common benchmarks of what is required to become qualified as a teacher at a particular time, in a particular society.

Your development towards meeting common standards however is a highly individual process. It is shaped by your prior experiences as a learner at school and elsewhere, your values, your existing beliefs about how people learn, prior experience of working with young people etc. Your development therefore takes place within a highly complex set of interactions between your personal history, values and the range of experiences to which you are exposed. Your professional judgement -

essential to teacher behaviours and actions - is formed from these interactions over time. There is great strength in this; it means your development is based on a unique blend of personal attributes and beliefs, with common benchmarks that you meet to a common standard.

At the same time, there is a problem with this because development is vulnerable to being idiosyncratic. It can be highly dependent on your individual characteristics and the particular contexts in which you practice. It is possible to form very restricted views on how to teach, which lack an evidence-base and lack exposure to alternative viewpoints. This is what is commonly called finding out 'what works' and is a pitfall in developing further as a teacher. It is natural to seek what is 'working' as a student teacher or early career teacher.

Hargreaves (1999) warned against the dangers of attempting to 'transfer' practice from one teacher to another. Instead, teachers learn how to adapt the actions and behaviours they have seen in others or gained from past experiences to the unique context of their own classroom. To develop as a teacher means asking deep questions about what is happening and seeking evidence to help build a picture of the complexity of learning and teaching. Professional judgement is based on *critically informed understanding*.

There are a number of ways in which teachers' professional knowledge has been described and analysed, with differing emphases on knowledge related to teaching the subject, interpreting the classroom environment, working productively with technologies and so on (see, for example, Shulman's (1986; 1987) categories of knowledge on page x). These identify the 'knowledge base' for teaching. National policy-making also influences ideas about teachers' knowledge and skills. An example in England currently is the Early Career Framework, which sets out what teachers are required to learn about, and to learn how to do in the first two years as qualified teachers. In order to help you 'make sense' of the multiple expectations and of your own behaviours and responses to what you experience you need to build your own knowledge and understanding of teaching by becoming a learner of teaching. To do this requires a range of professional learning strategies or tools that enable you to develop the judgements that form the basis for professional action. Professional learning tools are complex and underpinned by extensive research and theory (some are explored in other units in this book (see particularly section 5) but are also implicit throughout discussions of all aspects of developing as a teacher. These professional learning tools include

- Critical reflection on your actions and behaviours as a teacher
- Enquiry into your own practice and its effects on your pupils
- Judicious use of a range of evidence that can inform decisions about teaching approaches
- The use of theory about learning and teaching to inform your developing practice
- Collaboration and interaction with a range of other professionals
- Mentor dialogue.

These learning tools underpin your developing effectiveness, increasing your capacity to make careful and informed judgements about your behaviours and actions. This requires systematic focus; developing your judgement does not occur naturally in a deep way and cannot be left to chance in the very busy environments of schools or to operate at a tacit level. These learning tools are vital to overcome both 'common sense' approaches on the one hand, or rigidly prescriptive approaches to becoming a teacher on the other. Whatever the source, it is important to resist simplified 'solutions' to challenges in the classroom, although these can sometimes offer 'quick wins'. It is essential that you learn to adopt tools for teacher development that do not focus on 'survival' or 'easy solutions' that everyone can copy because they reduce the requirement to think deeply about what is happening to pupils and about your actions and your rationale for them. This is about you becoming *a learner of your own teaching.*

Support for you in being such a learner is available in the ways your ITE programme has been designed; through reading material and tasks such as those contained in this book, tutor input and feedback, discussion with peers etc. A critical source of support for your development throughout your school experience is the school-based tutor or 'mentor'. Your relationship with that colleague is discussed in section 2.4. Professional organisations and associations such as subject associations (http://www.subjectassociations.org.uk) also provide support.

Early career development

Having met the requirements to become a teacher at the end of your ITE programme, during your induction period, you will work towards meeting a further set of expectations. Although arrangements are different depending on the country in which you are teaching, most education systems set minimum expectations for support for teachers' early career development and the entitlements of new teachers to professional learning. An Organisation for Economic Co-operation and Development (OECD, 2014) report found that formal induction programmes are mandatory in half the countries surveyed and that more experienced teaching staff were responsible for supporting new teachers in their first year. Each school has different support systems and ways of working with wider provision for induction (e.g. Local Authorities or school networks), but each should provide you with an induction tutor and protected development time. In addition, you should also expect to be observed and to have your performance assessed.

Beyond induction, schools have appraisal and performance management arrangements that continue to provide support. In the United Kingdom, each of the countries has its own standards, expectations and requirements for continuing professional development (Welsh Government, 2017; General Teaching Council for Northern Ireland, 2017; General Teaching Council Scotland, 2021; Department for Education (DfE), 2016i).

Moving from your ITE programme into your first teaching post is an exciting, but possibly daunting, prospect. However, you are not expected to demonstrate the attributes of an experienced teacher and your school should provide you with a support programme. Inevitably, you will be anxious about this phase of your career and you will have expectations based on your current and past experiences in schools. All of this is very normal, and most new teachers embark on induction with concerns that are varied but often include behaviour management issues (Hobson et al., 2009). Be realistic about what you can achieve and recognise that each school is different; any difficulties you have experienced in one school may not be present in another school. Of course, the reverse is also true, and when you start your induction period, circumstances in a different school may present new challenges.

Research has explored the resilience of teachers. Gu and Day (2013, p.39) define this as 'the capacity to manage the unavoidable uncertainties inherent in the realities of teaching'. They identify the range of influences on teachers' capacities to cope with the everyday demands of the job. These can range from personal to organisational influences and also the impacts of relations with others. Beltman et al. (2011), in their review of literature on teacher resilience, suggest that self-efficacy and intrinsic motivation, together with collegial and mentor support, are key protective factors. The ability to sustain an approach to teaching that ensures you successfully meet induction requirements and, at the same time, maintain a proactive and planned approach to development should be your goal. However, you are more likely to achieve this goal if you are a *learner of your own teaching*, seek support from more experienced teachers and, most importantly, take responsibility for identifying your own development needs.

Professional learning within a school community

As you may have experienced during your ITE programme, challenges not only come in the form of pupils. They also occur in your relationships with other staff. As a new member of a subject department, you may be expected to understand the department ethos and work in particular ways before you are accepted as a valued member of the team. Lave and Wenger (1991) called this *legitimate peripheral participation*; that is, as a new member of the community, you are expected to watch from the sidelines and learn the rules before making an effective contribution to the community. This concept can be seen as both problematic and productive. Working collaboratively as a member of a professional learning community, such as a subject group, is a very useful form of professional development. However, if membership of that community simply means adopting community practices instead of contributing to their development, it can be problematic. As Kennedy (2016) maintains, collaborative professional learning can be very positive, but it also has the potential to impose externally driven agendas and to present opportunities for dominant members of the group to exercise undue influence on activities and modes of operation. When you are a qualified teacher,

you will need to consider how to balance independence with collaborative working, and how to fit into the department while at the same time making a contribution to the development of practice.

Most staff are helpful and understanding, especially if you establish good relationships with them, but relationships take time to develop and you need to be sensitive to the environment you are in. Be aware of how you behave; for example, do not try to change something immediately because you think things you have seen in other schools could work better; learn procedures and policies, and operate within the organisational rules. If you do not, for example, enforce school rules, you undermine the system and create tensions between pupils and teachers, and between yourself and other members of staff.

As you settle into the job and work with your classes and learn the procedures, rules and routines, some staff may forget that you are new. This can also be a problem. As the term and year progress, they may treat you as any other member of staff and not offer help and advice. Initially, this might be flattering, but this will not help to extend your expertise. Your learning is not just about addressing 'issues' – it is about becoming the best teacher you can be and making the greatest contribution to the learning of your pupils.

You may also find it helpful to form a support group with other early career teachers in the school or within the local subject community, through which you can share your concerns and problems, and support and learn from each other. Some schools create 'buddy' networks (Daly et al., 2021, p. 4) between recently qualified teachers and those beginning induction . Task 8.2.3 is designed to help you start 'buddy' activity with those who have recent experience of induction.

Task 8.2.3 Learning from early career teachers

While you are on school experience during your ITE programme, undertake a small-scale research project (Unit 5.4 looks at undertaking practitioner research) with early career teachers in your school. Find out what their experiences of induction have been.
How can you use this information to help you prepare for induction? Store the information in your PDP.
You could also undertake a similar exercise when in your first year of teaching by interviewing a teacher who has recently completed induction in order to learn for the next transition.

The impacts of school cultures on professional learning

As a teacher, you are a member of a community, and learning in that community has its advantages and challenges for your further development, depending on the culture of professionalism adopted within the school. Kennedy (2014) has proposed three purposes that drive professional

learning activities, which reflect different levels of teacher autonomy. The least autonomy is found in professional learning activities that seek to 'improve' teaching by addressing some form of deficit in a teacher's knowledge or practice. Professional learning activities of this type are related to a managerial approach and the performance management of individuals. Professional learning with the most autonomy has a transformative purpose, which focuses on a democratic approach through collaborative models of learning. In the middle, she proposes a 'malleable' group of activities, which could provide autonomy or, alternatively, could be used to transmit required learning, for example that required to be accepted in a group. This is an interesting analysis and one you should be aware of as you engage in learning opportunities. Table 8.2.1 summarises the work of Evetts (2009), Kennedy (2007) and Sachs (2001; 2003), and applies their views of professionalism to professional development.

Table 8.2.1 Professionalism and professional development

Managerial professionalism	Aspects of professional development	Democratic professionalism
External regulation	Control	Self-regulation
Compliance with policy	Authority	Decisions taken by school
Slow to change, reactive, conservative practices	Decision-making	Collaborative, collegial, within an ethical code of practice
External assessment	Performance review	Critically reflective practice
Self-interest of the organisation and individual	Motivation	Pupil-centred
Efficiency, effectiveness	Focus	Inclusive, enquiry-driven, knowledge building

Source: Developed from Keay and Lloyd (2011)

Task 8.2.4 asks you to think about the culture of the professional learning community in which you are working and how this may support or challenge your developing practice.

Task 8.2.4 Professionalism and professional learning in my school

Use Table 8.2.1 to consider the form of professionalism prevalent in your department while on school experience. Reflect on how this might affect your professional development planning. Record this in your PDP.

Summary and key points

Learning to teach is something that continues throughout your career. Your ITE is naturally the focus of your concerns right now, but it is important to look at this in the context of a teacher's complete professional life. Teachers promote curiosity in those they teach and this needs to be equalled by their own curiosity about how learning happens and how they can develop their practice to enable that. You will return to an underlying message throughout this book - that knowledge about how to teach is made by the individual, supported by engaging with pupils and colleagues and by the ways you work with the existing body of professional knowledge about teaching your subject; the knowledge base. This process is facilitated by established professional learning tools that support you to be critical and enquiring in how you work with evidence to support your judgements. In conclusion:

- Your experiences as a student teacher should establish you as a *learner of your own teaching*
- This means taking responsibility for seeking support for your learning and being prepared for challenges to your current beliefs and assumptions about what makes an effective teacher
- Becoming a professional means developing your teacher identity
- It also means developing the capacity to make informed judgements that affect your behaviours and actions
- These judgements are individual but not eccentric or idiosyncratic. They involve others in exploration of your teaching and critical reflection on it
- School cultures impact on forms of professional learning you can experience
- Your development is facilitated by professional learning tools (critical reflection, enquiry, the use of evidence, engagement with theory, collaboration, mentor dialogue). These are explored in other units in this book, especially Chapter 5.

Your further professional development is therefore a complex mixture of your own history and values as a learner, working within the unique social context of your classroom and the wider school, supported by sources of expertise in understanding and teaching your subject.

Check which requirements for your ITE programme you have addressed through this unit.

Further resources

Early Career Framework: A Guide for Mentors and Early Career Teachers

Daly, C., Gandolfi, H., Pillinger, C., Glegg, P., Hardman, MA., Stiasny, B. & Taylor, B. (2021). London: Centre for Teachers and Teaching Research, UCL Institute of Education. https://discovery.ucl.ac.uk/id/eprint/10124277/

This is a brief guide to effectively meeting the needs of Early Career Teachers in schools. It is intended for both Early Career Teachers and Mentors, setting out practical ways to support professional development during the induction phase. It is based on research into the pilot support programmes for new induction arrangements in England (DfE, 2019) but the suggestions apply to all induction contexts.

Andrew Pollard - Reflective Teaching

Andrew Pollard has written a substantial amount of print-based and online material on the subject of 'reflective teaching'.

Pollard, A. (2002) *Readings for Reflective Teaching*, London: Continuum.
This book is a collection of extracts from the most important and influential thinkers and researchers into how teachers develop. The readings are short and grouped thematically. They have been chosen for their high relevance to teacher development. Teachers are introduced to relevant theory in a manageable way. The companion text is:

Pollard, A., with Anderson, J., Maddock, M., Swaffield, S., Warin, J. and Warwick, P. (2008) *Reflective Teaching: Effective and Evidence Informed Practice*, 3rd edn, London: Continuum.
This book provides a comprehensive collection of reflective activities.

These two books should support long-term career development. Extracts from these longer works, including visual summaries, can be found at Andrew Pollard's website: http://reflectiveteaching.co.uk/. Brief activities are provided that support student teachers to develop reflective practice, many of which expand the themes discussed in this unit, for example 'To reflect on your own decision to become a teacher'.

***Reflecting on Outstanding Teaching,* featuring Dr Russell Grigg. The Teachers TV ITE Lectures, viewed 8 June 2018, from** https://www.youtube.com/watch?v=Wg32-PmpR0A
In this film (40 minutes), the speaker leads a discussion with student teachers about what it takes to teach effectively and to manage expectations as a qualified teacher about being 'outstanding'. It includes what pupils say about what makes great teaching from their point of view and is a powerful reminder that teachers learn a huge amount by listening to them. The first ten minutes are especially

relevant to those in the early stages of learning to teach, while the whole film is helpful following a period of school experience.

Subject Associations (http://www.subjectassociations.org.uk).

These are a rich source of information about events for teachers, development opportunities and important national developments in the subject. Many provide reviews and summaries of recent research about teaching specific subjects. You may need to be a member to access the whole range of material but some is freely available. Your school department may be a member of a subject association, meaning that access to resources should be possible while you are learning to teach there.

Appendix 2 lists subject associations and teacher councils and appendix 3 provides a list of websites.

Capel, S., Leask, M. and Turner, T. (eds.) (2010) *Readings for Learning to Teach in the Secondary School: A Companion to M Level Study*, Abingdon: Routledge.

This book brings together essential readings to support you in your critical engagement with key issues raised in this textbook.

Capel, S., Lawrence, J., Leask, M. and Younie, S. (eds.) (forthcoming, 2019) *Surviving and Thriving in the Secondary School: The NQT's Essential Companion,* Abingdon: Routledge.

This book is designed to support newly qualified teachers in the next phase of development as a teacher. However, you may find it useful as it covers aspects of teaching not included in this book which, nonetheless you experience on your ITE programme.

The subject specific books in the *Learning to Teach* series, the *Practical (subject) Guides*, *Debates in (subject)* and *Mentoring (Subject) Teachers* are also very useful.

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