

Development of Functionality for Teaching

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The problem: Reflection on Practice

Used extensively in teacher formation and professional development

Students go through the motions but do not really know how to reflect

Output is often confused with process (reflection as an assignment)

Dewey, Schon, Brookfield all useful but not understood

Connection between reflection and learning from experience is under-theorised

teacher

class

functionality
for Teaching



Functionality for teaching

A subset of teacher professional competence

Connected with in-class performance

Develops over time (perhaps years)

Develops through experience

‘Reflection on practice’ is the accepted pedagogy for development of this functionality



**DRAWING ON
VYGOTSKY'S
THEORY IN
THEORIZING
DEVELOPMENT OF
TEACHER
FUNCTIONALITY**



Lev Vygotsky 1896-1934

CHILDHOOD DEVELOPMENT



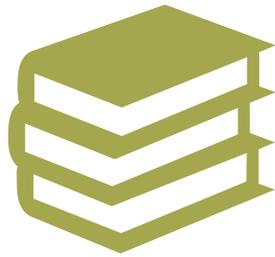
The applications of CHT have been widely used in Early childhood learning and Development

particularly in the development of higher order 'mental functions' such as imagination, problem solving etc

Not everything is experienced in the same way: *Social experiences such as play, 'dramatic moments' serve as a motive/ energiser or a source of development.*

These processes lead to internal reorganisation of 'mental functions' leading neo formations triggering development.

GENETIC LAW OF DEVELOPMENT



An insight from Vygotsky is to recognise cultural communication and activities as the source for development.



As we earlier said, the sphere of social cultural activity provides the 'energy and raw material' as it were for development. According to Vygotsky, the crucial point is known as the genetic law of cultural development: Sociogenesis (Luria, 1979)



[...] every higher mental function, before becoming internal mental function was external because it was social before it became an internal, strictly mental function; it was formerly a social relation of two people.

(Vygotsky, 1997, p. 105)

Vygotskian insight	Implication
Process	Reflection as a practice/process rather than an output
Orientation	Reflection as awareness rather than narrative
Dramatic moments	Development arises from disruptions and dilemmas that give rise to neoformations
Perezhivanie	Development is framed within personal experience

Method

Goal is to create and evaluate a new tools to support professional reflection on practice

We have developed an audiovisual version of the Dramatic Moments Mindful Awareness Practice (available through YouTube closed link)

In coming months, we will make it available to students with request to complete a short insights questionnaire

A measure of success will be the uptake of the resource

A by product for education students is the opportunity to increase understanding of practical implications of Vygotsky well beyond ZPD

Dramatic Moments – Mindful Awareness Practice

Movement	Duration	Script
Orientation	1 min	<p>Begin by sitting in a comfortable position, preferable with both feet on the ground and arms resting by your side. You can close your eyes if that's comfortable for you.</p> <p>Take a few deep breaths and sit in silence</p>
Selection	3 min	<p>Think about your teaching. Remind yourself of your recent experiences. Just quietly survey your practice. Notice any events or instances that come to mind. Some of these may be regarded as dramatic moments. There is no rule for these, they are whatever you choose</p> <p>You will feel something about these moments... that is to be expected</p> <p>For now, just select the moment and move to the next. Choose three dramatic moments. When you have made your selection take a few deep breaths and sit in silence</p>
Awareness	3 min (x3)	<p>Turn your attention to the first dramatic moment. Bring your awareness to that experience. Just let it happen. Don't try to judge or process your thoughts.</p> <p>Just observe. Notice any details as they occur but keep moving through. Notice of any feelings you may have as you re-experience the moment.</p> <p>Again, do not judge, do not rationalise do not consider alternatives.</p> <p>When you have moved through the experience. Take a few breaths and sit in silence</p>
Completion	2 min	<p>Now to complete the practice take each of the dramatic moments in turn and revisit them briefly.</p> <p>Give each one a short headline or label – no more than a few words.</p> <p>This will help you remember later when you make some notes.</p> <p>When you are ready take a few breaths and sit in silence</p> <p>The practice is complete</p>