

## **SUBJECT/CURRICULUM KNOWLEDGE**

### **SLIDE 10**

I did most of my learning of how to teach things on placement and just the way it worked out I saw the same things taught everywhere I went. So I came out knowing how to teach speeches and I hadn't seen any literature. I hadn't seen any short stories, novels, writing either. So now I'm doing things not knowing what it looks like to teach them" (#303, int#1, p.4)

### **SLIDE 10**

I only ever had one session [of marking in English curriculum]. So I know people just think that seems simple, but it's such a big part of your life especially an English teacher I think there should have been something there about just the whole process of how to do it quicker or better whatever subject you're teaching. (#648, int#1, p.4)

### **SLIDE 11**

We did get a lot of resources and ideas [from ITE] and even expanding beyond the content, ways to teach things. Like reciprocal reading and cloze activities and scaffolding and things like that. Ideas you can make applicable to whatever you're doing at the time. (523, int#1, p.6)

### **SLIDE 12**

The fact that we were in a classroom in a classroom situation as students with X talking to us like we were students that was really nice 'cos she did all the different techniques and we got to try out different ways and feeling how different things were for the students, that was nice from the students point of view feeling. (#766, int#1, p.10)

### **SLIDE 13**

Some of them just blatantly refuse to do work. They see absolutely no point in doing work. They won't do it. They'll blatantly refuse to do it. "Why should I? I'm not doing it. It's not going to help me in life. Why should I? I'm not doing any work"

They just sit there. It goes on and on and on" (#10, int#1, p.5)

I knew it would be challenging so I knew it would be hard. It has been hard. I sort of think that I'm living on the edge of my competency all the time and every class is testing my limits, my content knowledge, class control the lot (#300,1 p1)

SLIDE 16

I am more flexible now as there are always girls in my class who get bored or don't need to go at this pace, so I am better now and say, 'well you girls do this'... On the spot being able to give them a different task without that being way out of my lesson plan (#607, int#2, p.6)

Slide 16

It was a combination of knowing the students better and being better able to deal with them when they get stroppy about doing poetry and knowing the sorts of things that they liked. For example some of the activities were drawing activities as well as the writing activities so it was balancing what they liked and those less able what they could do with the more difficult tasks. (#523, int#2, p.1)

SLIDE 17 ( new quote)

It's great even better actually than being a first year teacher.  
I feel like I have really grown as a teacher and a person I suppose.  
Particularly my ability to manage my students is much better.  
My understanding of what works in terms of their learning is better.  
I've got a wider variety of strategies and because I'm having to work a little bit less hard because of those reasons I'm enjoying it all the more as well.  
I would say I am far more confident in my abilities, timing wise and classroom management and just generally a lot more confident.

(NEW quote)

It's like being like a first year teacher because I have had to start everything all over again. Everyone says it gets easier as you go on but I think when you go to a new school in your second year you've got to reset up routines, you've got to change those routines to match the kids, you've got to meet a whole lot of new people, you've got to get your head around new department systems, everything is new again. So I think in a lot of ways its just like even behaviour management strategies I don't use the same ones that took me 6 months to work out last year, I've had to take 6 months to work them out this year. #10p1

SLIDE 18 ( new quote)

– *loss of the dream/fantasy ( Gold talks of the first stage)(Not this bit in italics)*  
I think going into it you definitely feel aware of the movies or the programmes that show these idealised dream teachers and they really do things out of the box and they always have a unique approach in every class. and they have the most natural way of relating to students and seeing the reality of teaching and I'm aware of teachers who are successful and they are not like that, and they have a lot of

systems and consistency and a lot of structure and their classes do operate very well because there is that knowledge of the structure of how a lesson operates and how you behave and what will be gained by the end of the lesson. And so I guess I'm seeing if you wanted to be the most creative out of the box teacher it would take so many resources and energy and you've got to be able to sustain your energy levels and so its more finding ways that you can be creative but you are not going to be the dream movie teacher who is absolutely inspirational at all times. And so just I think being aware that there are limits. #406

#### NEW QUOTE

I'd like to look more at behaviour management and also at continuing to look at ways to deal with the curriculum that are a little bit not necessarily different but diverse and give them a chance to try and try and experience it through different things. A kid told me the other day that she really didn't like me. I said "that's fine I'm not here for you to like me" I think in some ways my attitude to that kind of thing has changed. Where I didn't walk in last year trying to be their best friends, but I think I did want to be liked, whereas now I know that I can do a good job and they can hate me and I'm okay with that. #523p3

#### NEW QUOTE

In terms of my teaching I don't think I am as good as last year because for some reason I feel more overwhelmed with my class sizes than I did last year, and I don't know why that is. But I think I was much more confident last year about meeting individual needs and I suppose near the end of last year I realised that I will never be able to do that. So this year I kind of felt not as optimistic about being able to help everybody. I think I've got a more negative view of how I will actually be able to do it as well, do you know what I mean? Last year I tried to do all these things and I just wasn't successful at them so this year I feel like even when I try to do things I know I'm not going to be able to do it because I don't have the time. S yeah so I don't feel as if I am being as good a teacher as I was last year. Like I feel I had more patience to help them last year because I genuinely thought I would be able to do everything that I wanted to do. [It's] more complex than what I had originally thought it would be. #798 p1-2

#### **SLIDE 18 lack of dedicated room**

#### NEW QUOTE

And I think it has actually been quite hard at times by me having to travel between 5 different classrooms, I feel really limited with it. I think being a new teacher I think that is the worst thing they could have done for me if I'm trying to concentrate on how to operate within a classroom and to make me run around all

## PPTA CONFERENCE APRIL 2008 QUOTES FOR PPT

over a big school and I'm always late to class. Its not good and there are teachers who have their own rooms and they are the ones who have been here the longest and I really feel like they should reprioritise and help support the new teachers, it's really bad. And next year I'm actually wanting to write a letter that would say I've had 2 years of this and it's been the most crucial 2 years in the beginning and I need to have a bit more stability just so I can even put my mark on a space. #406 p6

### SLIDE 19

#### NEW QUOTE

The English I enjoy aspects of it but if there is something that is going to stop me being a teacher, it's the workload in English.. I think it is a common thing you will find and English teachers are going to be few and far between because of the marking load within internal assessments.. this constant marking and... Next year they have decided to give me two integrated classes and only one senior English. That has made a huge difference to the way I feel approaching next year because the thought of doing three senior English classes I seriously thought I would not survive the year and I thought I would be quitting because of the marking load.....generally other department s that you talk to know that English teachers have the worst run in terms of our work load. ...I don't see that you look at any experienced English teachers.. their life is not different from mine . 291 p. 9 #int2

### SLIDE 19 CONTINUED

Probably one of the things that perhaps we weren't as well prepared was having more than one curriculum area to teach when you go into schools... sometimes if you want a job you'll end up going into a curriculum that's not your specialist area... I wasn't really prepared to do 3 curriculum subjects" (#671, int#1, p.3)

## METAPHORS

### NEW QUOTE

So I've decided instead that when I'm teaching at my best I am like a well captained ship. I have travelled this way before and sail with confidence. Some students are like the dolphins who dance along side in the wake. Some are on board working for their passage and occasionally I stop to pick up a man overboard before continuing with the journey.

There is still movement and there's still that enthusiasm but it's more grounded than it was before and it's navigated probably better. And when I'm at my best, I'm not saying I always get it.

#788