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### **Student Teacher E-portfolios: The emergence of student agency through structured dialogue and critical engagement**

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# Student Teacher E-portfolios: The emergence of student agency through structured dialogue and critical engagement

Morag Redford

Helen Coker

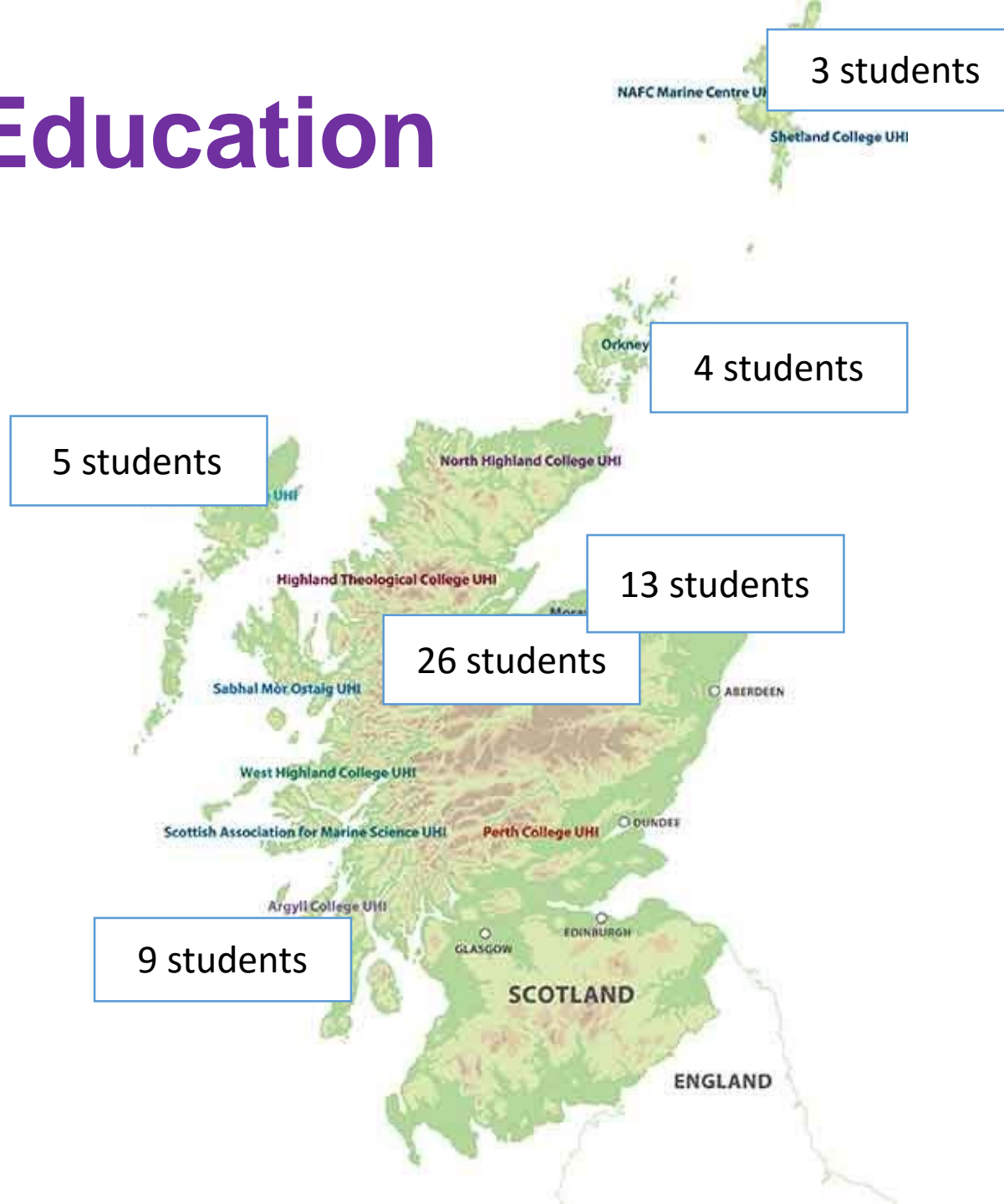
University of the Highlands and islands

# In this session...

- Development of our E-portfolio
  - Discussion
- Presentation of our research
  - Discussion



# Teacher Education at UHI





# The Development of the E-Portfolio

- **Problematizing - How could we use a digital space to enable the development of professional identity for student teachers?**
- **Policy Context:**
  - National: Teachers in Scotland work with a set of standards, students need to meet the standard for provisional registration (SPR) at the end of the year
  - International: Agenda of quality around teachers (classroom-ready in Australia)
- **Theoretical Context:**
  - Teacher Agency (Priestly, Biesta and Robinson, 2015)
  - Cultural Narratives (Bakhtin, 19\*\*, Wertsch 19\*\*, Philpott, 2014)

# First Iteration

- E-portfolio was based in Mahara – e-portfolio platform

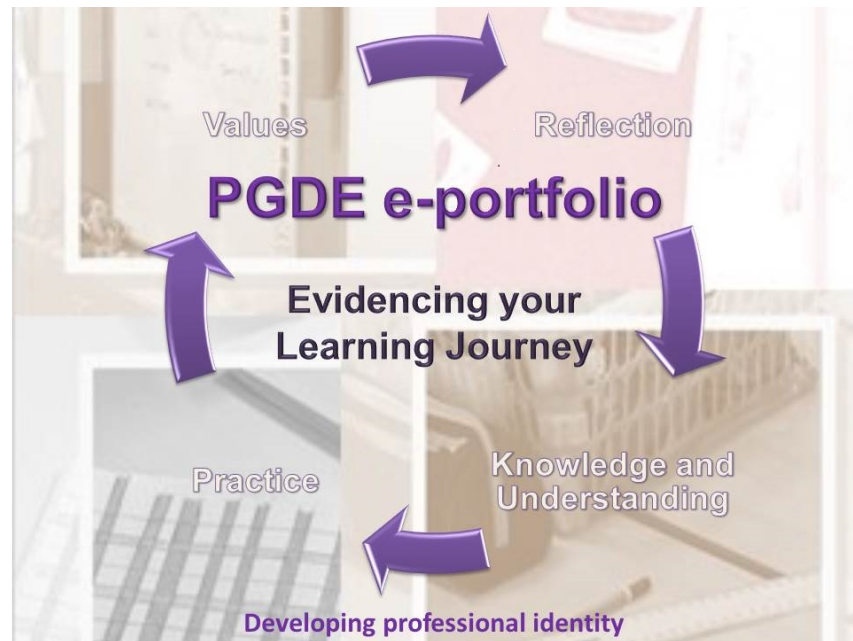
SPR	Evidence
1. a. b. c. d.	



- Embedded across online space – Blackboard sessions

# Second Iteration

- Re-structured pages to reflect teacher identity



- Formative dialogue with tutor on the front page
- Triad discussions
- No empty space

# Discussion

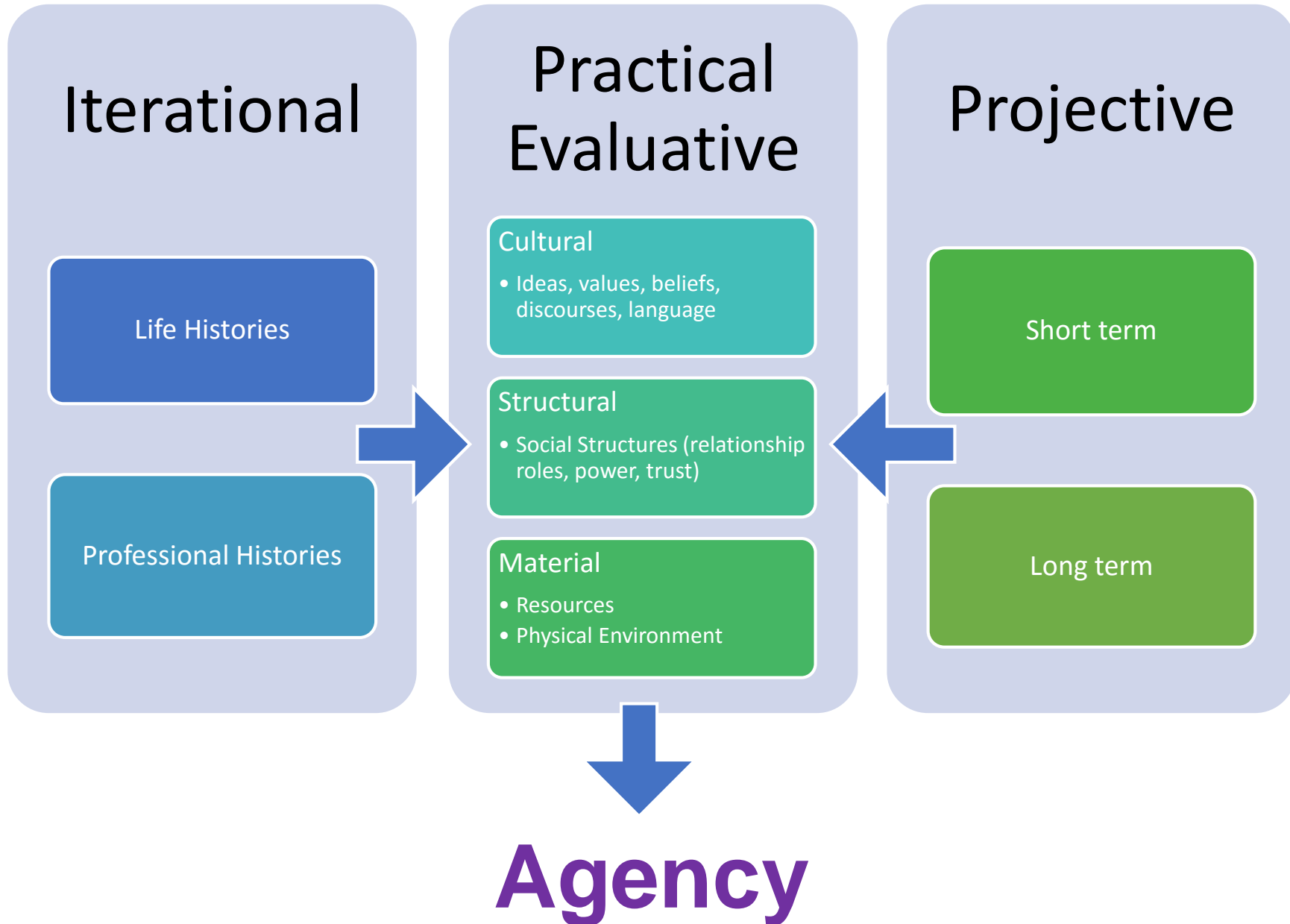


- Social Justice
- Integrity
- Trust and Respect
- Professional Commitment



# Student-Teacher Agency Research

- Theoretical Framework
- Methodology
- Methods
- Findings



*Model for ecological Agency (Priestly, M, Biesta, G and Robinson, S, 2015: 30)*



# Methodology



# Methods

- Focus group
  - Whole cohort in three groups (53 students)
- Triad maps
  - Whole cohort in triads (53 students)
- Individual interviews
  - Selected students from all APs

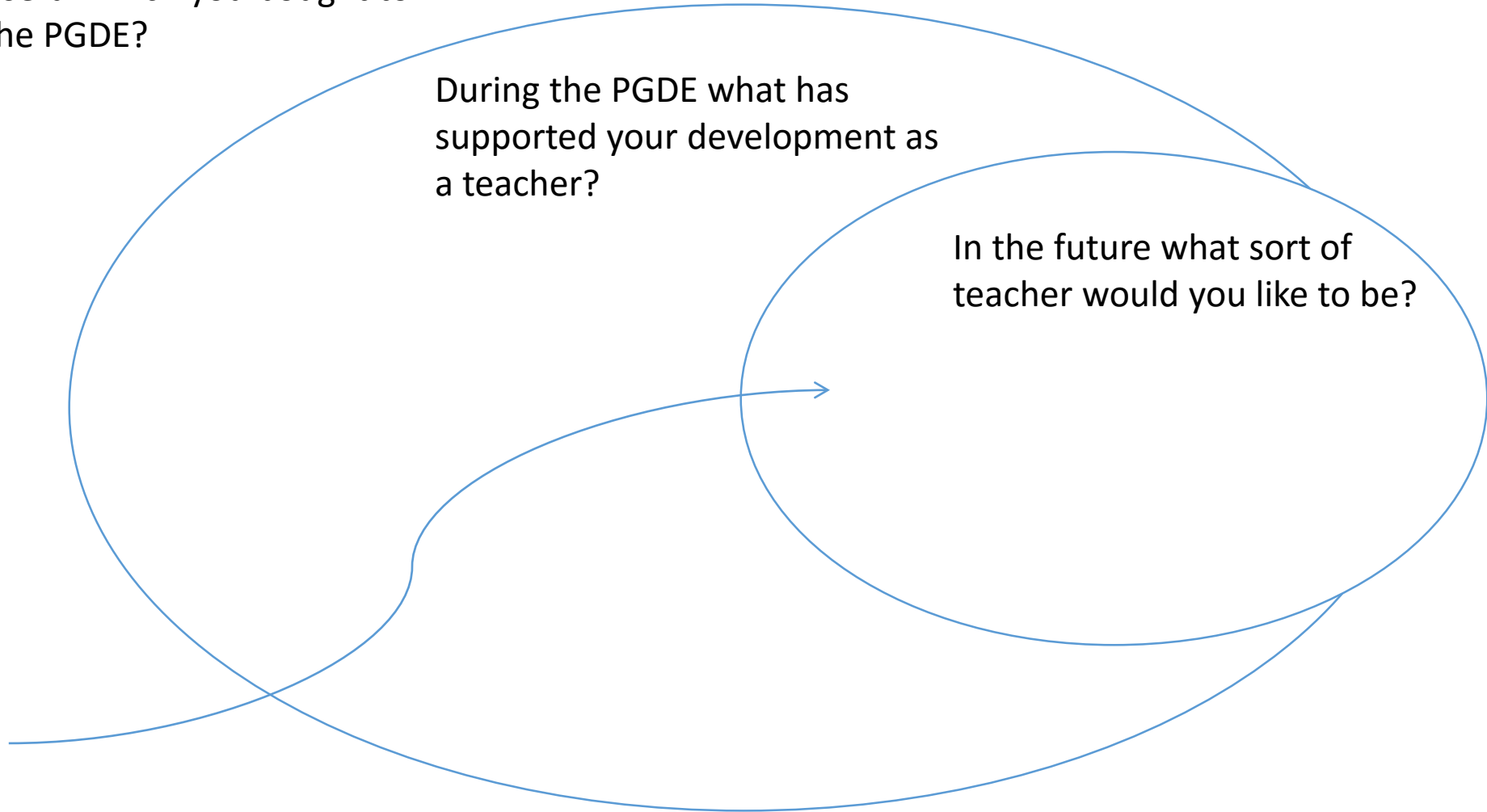


# Triad Maps

What have you used / found useful which you brought to the PGDE?

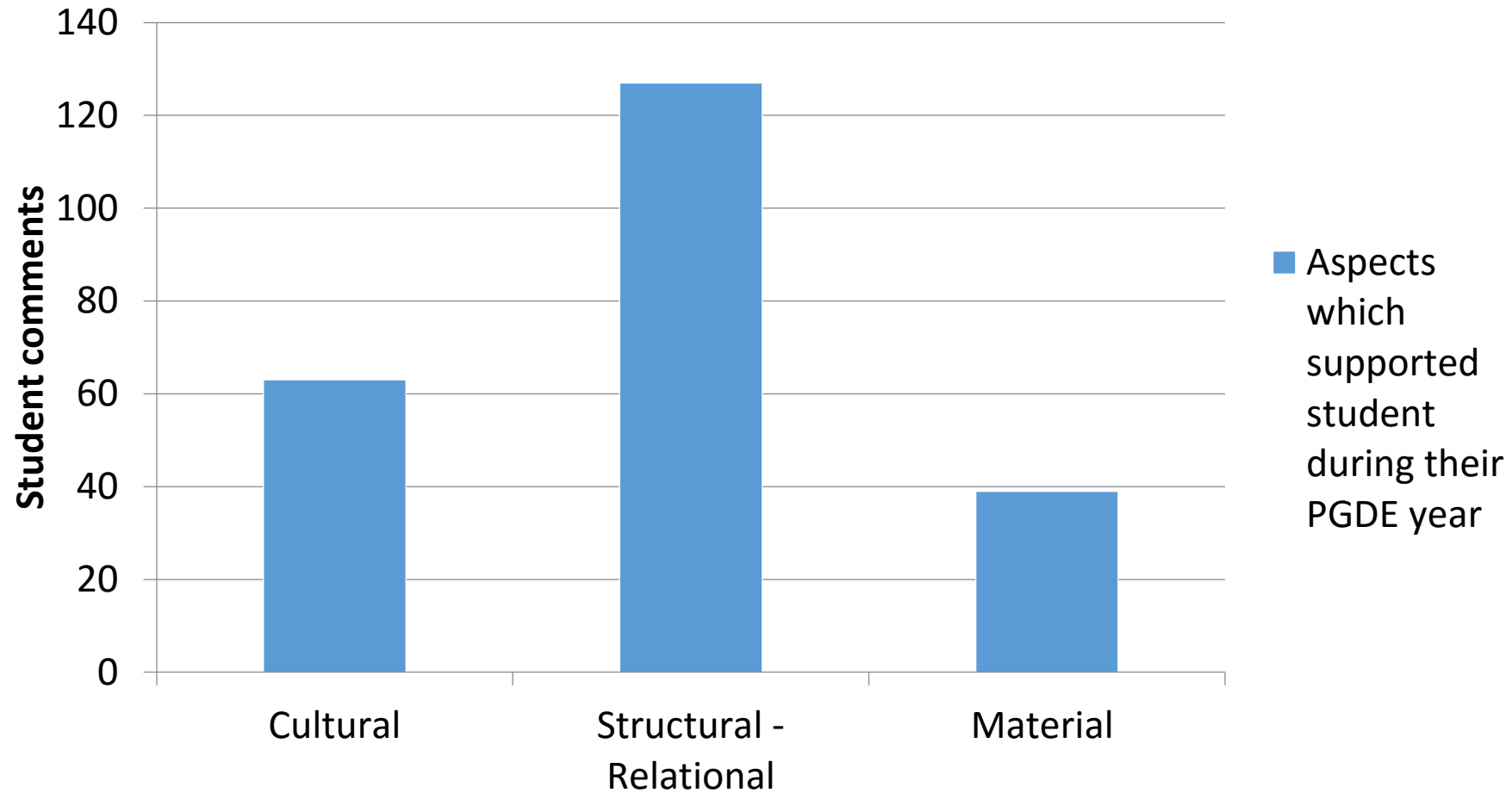
During the PGDE what has supported your development as a teacher?

In the future what sort of teacher would you like to be?





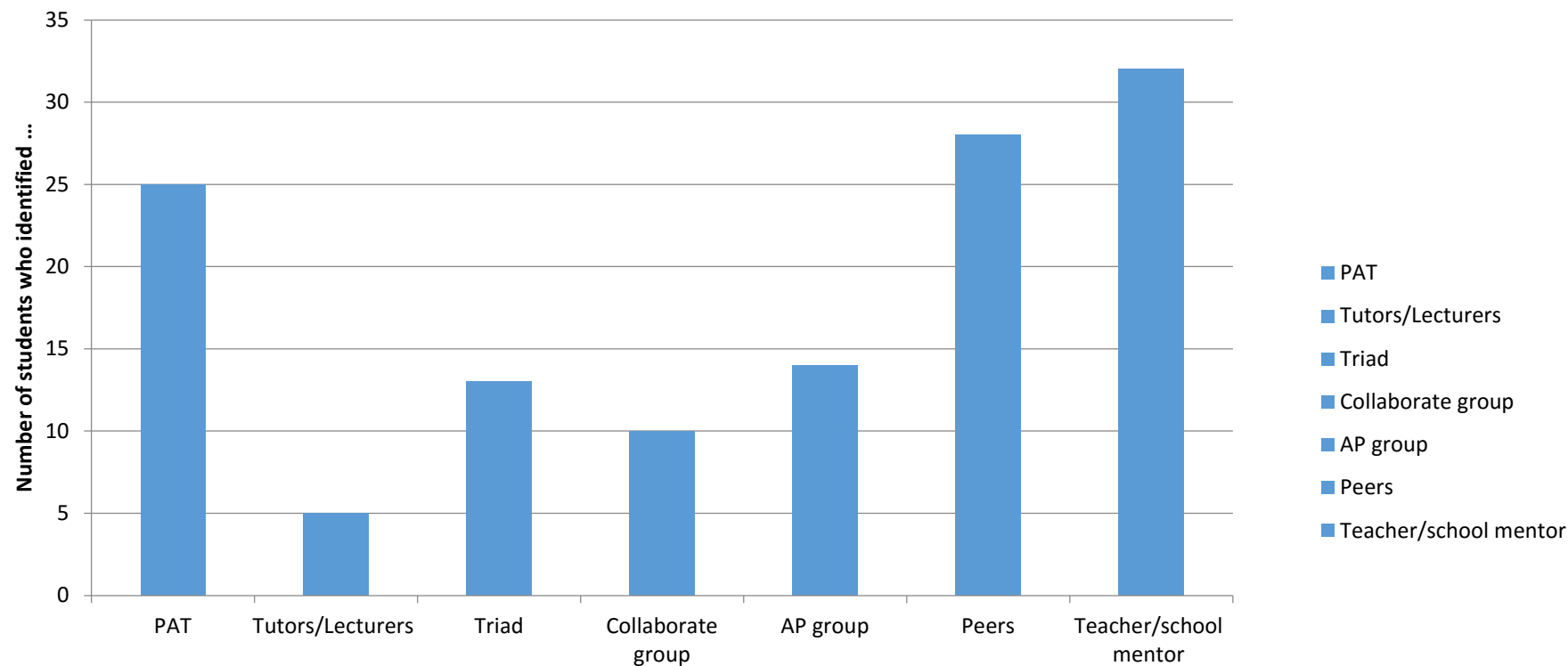
## The PGDE year



**Students valued relationships more than cultural or material factors**



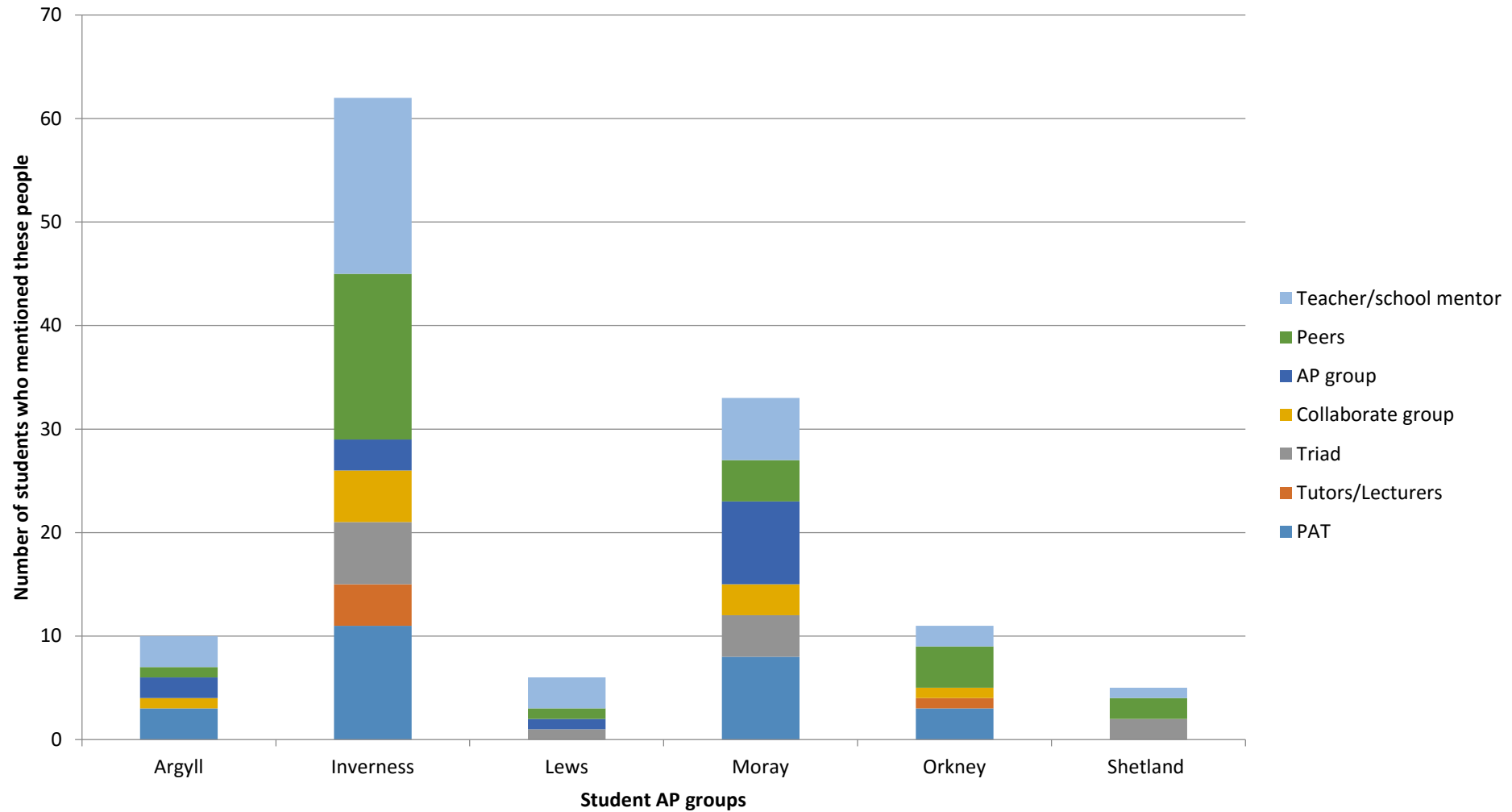
## People identified by students as supporting them during their PGDE year



**Relationships were important – they potentially played different roles**



## People seen to support students development as a teacher (by AP)



**The relational context was potentially influenced by the local context**





# Interviews

We asked our students: *'Are you a Teacher?'*

I am but I've still got my L Plates on, I haven't advanced to P plates, I am working on it

I think so, yeah. Absolutely I feel like a primary teacher now

I think so  
I am nervous about getting a class but excited about continuing my professional learning

Yes, I do feel like I am now and that's a different answer to what I probably would have given six months ago



# Student Teacher Agency

Trajectories towards  
the professional  
'landscape' of practice

Through the woods of  
the probation year

