APT – Appraisal of Potential for Teaching

The purpose is to understand and develop some aspects of appraisal of potential for teaching.
Research Questions

How are student teachers provided the opportunity to increase self awareness through reflection and critical questioning?

How can this project contribute to the improvement of teacher education?
Research Questions

How can we identify good examples of potential for teaching and teacher competence with focus on involvement, communication and cooperation?

To what extent are the existing teacher educational systems adapted for development of potential for teaching?
The Swedish Teacher Education

- General teacher studies of 60 credits
- Orientation towards subject or a field of subjects or competences of 40 credits
- Specialisation of 20 credits
- Including a degree project of 10 credits
Qualifications in appraisal of Teacher Competence

- Cognitive Competence
- Cultural Competence
- Communicative Competence
- Creative Competence
- Critical Competence
- Social Competence
- Didactic Competence
The Swedish APT project

- Students had an opportunity to apply for participation in the project.
- 10 students with different profiles from the middle of the program were recruited.
- During 1,5 year we offered 7 seminars during 1, 5 hour each
- Certificate
- International contacts
Seminars – Group discussions
Dialogues
Individual plan for development of teacher competence

Present situation

Analysis

Continuous evaluation

Means to reach the aims: input, feedback, courses, teaching practice, seminars, log-writing

Aims - desirable competence

Reflektive thinking

Revision and development of the plan
Logg Writing
Implementation and development of potential for teaching

To describe and analyse
- the processes within the seminars
- the effect of individual plans in appraisal of the potential for teaching
- the appraisal of knowledge about teaching and learning processes in terms of inclusive education – in a school for all pupils.
Evaluation - students comments

Project
- started to think more about teacher competence
- my identity as a teacher has strengthened
- the seminars have had a big influence on me

Seminars
- it has always been interesting to join the seminars,
- good forum for discussions of teacher competence
- important reflections about my role as a teacher
- possibilities to put words on my thoughts
- we have used a special form for reflection

The group
- new thoughts, belonging, confidence

Logg writing
Individual plans, able to follow my own progress, to write is to make it visible
Implementation – students comments
Continuously during the teacher training program:

- Development of teacher competence by reflection

- Awareness of perspectives of teacher competence

- To work with an individual plan for developing teacher competence in theoretical courses and practice

- To develop a competence in the art of reflection
Qualitative research and reports

Leading reflective processes - Qualitative research and reports. Christina Heimdahl


How and from what perspectives do we incorporate student teachers in the involvement of the body of teaching in terms of inclusive education? Report: Master level. Solange Perdahl.