

# **TEACHING AS EMOTIONAL WORK: CONSTRUCTING POSITIVE PROFESSIONAL RELATIONSHIPS BETWEEN TEACHER- EDUCATORS AND PRE-SERVICE TEACHERS**

By

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# PRODUCTIVE PEDAGOGIES

“leadership practices are in effect pedagogic practices, and as such should be intellectually demanding, connected, socially supportive, and recognize difference”

(Lingard, Mills & Christie, 2002).

# CONTEXT

**Who are we?**

**Why were we picked?**

**What was it that we were asked to do?**

# MANAGING THE EMOTIONAL NEEDS OF THE STUDENTS THROUGH PRODUCTIVE PEDAGOGIES

We modeled

We encouraged

We listened

We communicated

We used critical incident case management model

We were contactable

We used narrative and metaphor

We modeled social constructionist learning in action

# PROGRAM STRUCTURE

Weekly consecutive lectures

Weekly two-hour tutorials

Two practicum experiences

Differing teams of teachers for each course component and for the practicum

Course readings

# RESEARCH METHODOLOGY

Collaborative ethnographic research team

Community of learners and practice

Continuous data gathering through on-going communication

Student interviews, written submissions from students, gathering data from student contributions on the webct

“We aimed to understand the imagined, the real and the reflective processes of our pedagogy”

Williams, 2002

# RESEARCH FINDINGS

We did the imagined bit very well, but

## **(NEGATIVES):**

We forgot to tell the students that our role was to support them

We didn't sufficiently meet the needs of the new BEd  
grad entry students

We didn't connect soon enough or sufficiently well  
enough to the student network

Variation across tutors in pedagogic style and intellectual  
quality

Industrial relations problem

## POSITIVES:

Rarely any student complaints – it was overall a happy cohort

Those who knew us well used us well (predominantly 4<sup>th</sup> years rather than grad entry students)

We successfully supported a number of students emotionally through various traumatic incidents (stalking, sexual harassment, relationship problems, ill-health, bereavement etc)

Students reflected back our approaches including storying, constructionist learning, and our use of imagery (eg the possum poster)

They became effective collaborative and critical learners as a cohort, demonstrated particularly on the final Exhibition day

# REFLECTIONS

We need to be excruciatingly clear about our roles and expectations, both to students and to tutors

We need to connect with student organisations more quickly than we did

We need to recognise and address diversity far more effectively

Our data needs to be made available to tutors and lecturers in the course in terms of intellectual quality

# CONCLUDING REMARKS

It was a good beginning in implementing the 4 dimensions of productive pedagogies within pre-service teacher education

More consistency and higher provisions for *intellectual quality* need to be provided

We provided a highly *supportive environment* for most of the student cohort

Course content and delivery mostly *connected* well with pre-service teacher and staff needs

We really need to work on improving the ways to address *diversity* across the pre-service teacher cohort