

**PRACTICE-BASED LEARNING IN INITIAL TEACHER EDUCATION: DEVELOPING
INQUIRING PROFESSIONALS**

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In New Zealand, policy efforts to address inequitable levels of student achievement have resulted in calls for initial teacher education (ITE) programs to provide increased opportunities for practice-based learning experiences focused on pedagogies that accelerate achievement for priority learners. However, to avoid a pseudo-approach to practice-based ITE reforms, characterised only by increases in the amount of time pre-service teachers spend in clinical field placements, there is a groundswell of researchers who argue that teacher educators need to engage in program reforms involving organizational structures and policies, content and curriculum, and teacher education pedagogy (McDonald et al., 2014). In this paper I draw on a multi-institutional design-based study involving the implementation of pedagogies of practice associated with instructional rehearsal opportunities within university and school-based settings. Building on the seminal work of Lampert et al. (2013), I outline the challenges and successes of our efforts to adopt and adapt new practice-based instructional activities and teacher educator pedagogies in ways that reflect reform focused ambitious learning goals within the culturally ascribed educational system of New Zealand (Alton-Lee et al., 2011). Examples from in-class rehearsals illustrate the range of opportunities for pre-service teachers to practise core instructional moves associated with ambitious teaching, in particular those associated with professional noticing, positioning of students, and developing cultural awareness. Further, examples illustrate how the coaching interactions within practice-based opportunities can support pre-service teachers' developing capacity and propensity to engage learners in reasoning publically and listening and responding to others' mathematical ideas. Learning how to occasion these learner behaviours, and the teaching practices that support them, affirms a proficiency agenda where students' own ideas about mathematics are a central resource in the classroom and a starting point for instruction. In this way learners' sense-making, be it the students' or the pre-service teachers', become the object of inquiry. Moreover, we contend that the experience of learning in and from practice within the ITE peer community setting promotes metacognition and self-regulated learning for both the prospective teacher and the teacher educator. That is, the collaborative practice-based opportunities support the development of inquiring professionals focused on better learning for themselves and their students—a hallmark of adaptive expertise (Anthony et al., 2015).

References

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