

Learning to teach/learning to be a teacher: the impact of a primary teacher education programme

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Cochran-Smith & Lytle (1999) propose three conceptions of teacher learning – ‘knowledge for practice’, ‘knowledge in practice’ and ‘knowledge of practice’. This paper explores the use of reflective writing (McWilliams, 1994) and semi-structured interviews to access primary teachers’ changing beliefs about their learning over six years from the beginning of their teacher education programme to three years post-graduation. Results showed that all participants had clear beliefs about what and how they should be learning. Participants connected changes in beliefs to aspects of the programme including teaching practice but emphasised the value of their experiences since leaving the programme.