

Table conversations

Chapter 2: The (true) nature of teacher education

By Annonay Andersson

On the **essence** of teacher education:

- *I look for a way for students to find their **own voice** to speak as a teacher*
- *For me it's about how you become a **pedagogical** teacher. You have to mentally and physically ready to become a teacher.*
- *If we look at the video it all boils down to the present itself. It's not so much about the subject you're teaching, but about the **moment**. You should put that at the beginning of the teacher training, instead of at the end.*
- ***Self-confidence** and **belief** in their profession, that is what the four examples have in common.*
- *If we look at the video it all boils down to the **present** itself. It's not so much about the subject you're teaching, but about the moment. You should put that at the beginning of the teacher training, instead of at the end.*

On how to **shape** teacher education:

- *I used to believe that I had to use a **theoretical framework**. A week ago I encountered a very interesting writer, I've read half his book and already use his notions, even though I haven't read the whole book yet. I call these notions brickstones, which can be about anything.*
- *I might not be able to repeat the things I do this year, next year, but that's ok.*
- *I move inwards, using my knowledge about my discipline (art) and also use my **life experience***
- *Collectively, we read the book *If this is a man* by Primo Levi on his year in Auschwitz. I asked the students to answer the question 'What is a man' through their art. One of the students was a German girl who gave dance lessons to elderly people. An 85-year old woman whose mother had died in Auschwitz was one of her students. The girl and the elderly woman danced together in the dance class. I think the girl realised she was full of guilt. But by dancing together – not studying the outcome – that was **the lesson in itself**.*
- *I use art to express, but also to make a statement of response through art and to draw the pedagogical vision from that. Most do it the other way around.*
- *Before I worked in a very 'programmed' masters programme. Now I work in a new programme, which is looser. I kept hearing myself saying I don't know what to do exactly. My employer said 'just go ahead'.*
- *Can you even become a teacher in 4 years?*

On **values**:

- ***Moral dilemmas** arise when there's a conflict between two values. It's the things that keep you awake at night. There's no solution to that, but you have to take a stand.*
- *99% of my education was under communism. I could see that my teachers loved to be teachers, but not in that system. Some of them did it their own way, others the way they were pushed to do it. We want children to **embrace diversity**, but we live in a society where that does not happen. How can we be true to our values?*
- *There's also a group of young teachers coming to the work field who can't cope with the **ideals** they have and what they encounter in their first jobs.*