Panel Discussion—“Identity Development of Student-Teachers and Mentor-Teachers”

What can mentor teachers do to assist student teachers to develop their identity as ‘teachers’?

Suggestions:
- Giving STs ‘real’ teaching to do
- Introducing STs as ‘teachers’ not as ‘student teachers’
- Including STs in professional conversations about teaching

What can the school as a whole do to assist student teachers to develop their identity as ‘teachers’?

Suggestions:
- Giving them a place to work among teachers
- Engaging them in the life of the school
- Welcoming them to the school

What must we be careful about?

Suggestions:
- Expecting that STs already have the skills needed to be competent teachers
- Expecting that the STs will become our ‘clones’

What might be some signs that student teachers are not developing their identity as teachers? (What could we do about it?)

Suggestions:
- Being over-dependent on the mentor for advice
- Being more concerned with how they are teaching than what their students are learning

What might be some signs that a student teacher has developed a robust identity as a teacher?

Suggestions:
- Based on the reflection on a previous teaching incident, the ST can make a professional decision to his/her subsequent teaching
- Being able to deviate from his/her original teaching plan when something happens during the lesson while such change involves sound educational justification.
- Able to take on suggestion and further develop into action to actualize educational intention.
What can the process of WSMS do to enable the mentor-teachers to develop their identity as professional teachers?

Suggestions:
- Being a role model
- Being an adviser
- Being a co-planner
- Being a counselor or emotional comforter

What might be some signs that mentor teachers are not developing their identity as professional teachers? (What could we do about it?)

Suggestion:
- Intending to prepare a clone of his/her own image
- Focusing on technical aspect of teaching but losing plot on matching objectives with learning activities and hence learning outcomes

What might be some signs that a mentor teacher has developed a robust identity as a professional teacher?

Suggestions:
- Collaborative culture and Team spirit with collegial support and sharing
- Able to offer advice and suggestions to actualize meaningful teaching and joyful learning
- Appreciate learning to improve teaching is lifelong pursuance
- Able to adopt multiple perspectives in understanding teaching and learning

What can schools and the TEIs do together to create favourable environment for STs and MTs to develop their identity?