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## SESSION 2

**Session 2 - Presentation (13.30 – 14.00) Thursday May 11th**

**2J16 Session lead: Adrian Copping**

**Room: Conference Room 1a**

**Title: Going through the mirror: Enactment, reflection and community of practice**

**Lead Presenter:** Adrian Copping – University of Cumbria

**Aim:** This paper reports on an enactment model of teaching, and the impact it has had on students' learning, reflection and practice. It aims to show how this approach can create a community of practice and pedagogy between tutor and students within which the learning and understanding of both parties develops.

**Content:** The presentation will begin by outlining the context of the 'enactment approach' and the concept of 'going through the mirror' (Bolton, 2010). In this example, the presenter showed an unedited one-hour film of him teaching a class of children to a group of 24 Primary PgCE students. Each sub group of six students watched the clip through one of Brookfield's (1995) reflective lenses; autobiographical, children's, peers and literature. Each group then discussed responses through those lenses, asked any questions and shared learning gained.

The presentation will go on to explore how the approach has begun to develop a community of practice between tutor and students. It will then explore how taking a risk, 'going through the mirror' and laying their own classroom teaching open for their students impacted upon relationship between tutor and students and students' developments as teachers.

The presentation will go on to discuss how this approach has moved this group of students on in their learning, and will examine how the presenter has also developed as a teacher as a result. The presentation will conclude by looking at wider implications of this approach, the importance of the reflective model as a framework for observation and discussion and some of the challenges for ITE tutors taking this approach. Attendees will be invited to evaluate the ideas with respect to their own contexts and share current examples of practice relating to the discussion.

**Thinking deeply about teacher education:** This presentation provides some lenses through which to think deeply: pedagogy of initial teacher education, the role of the ITE tutor, the role of reflection in learning and communities of practice. It promotes something a little different and may provoke a little unease. A little discomfort can provoke deep thought.

**The country/ies to which the presentation relates:** UK and international