

Reframing Teacher Education in the Light of Listening and Dialogue as Teachers' Core Competence

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In our dialogical presentation we will explore what listening is in the context of being a teacher. We will uncover how listening is implicitly embedded in what we do in the acts of teaching and explore and make explicit the nature of this activity and skill. The first classroom example is from a language lesson demonstrating what it might look like to be a listening teacher, developing listening skills and student language awareness in upper secondary school. It also shows how listening as attentive act can be extended to all areas of sensing, dialogue and enactment in teaching as a vocation sourced in self-education; this based on Hugo'sⁱ (1995) dissertation on the phenomenology of moving attention.

From here we discuss listening as the teacher's primary attitude to teaching and the cultivation of silence in an age where the increasing use of AI, constant digital sound and image may silence one's inner thinking. Examples are used to illustrate what it means for a teacher to be situationally aware and how teaching goals and methods, are not enough for transformative learning. What is needed is an understanding of the teacher as a learner in a group; and that the teacher's speaking can be transformed into listening. The theoretical background is based on the division of teachers' pedagogical ways of knowing into goal, method and situational awarenessⁱⁱ, and pedagogy related to the development of language awareness and dialogical teachingⁱⁱⁱ. Practical examples are drawn from Raunela's (2018) dissertation and classroom teacher training courses 'Education towards language awareness' at Snellman College.

Learning to listen within our making is the path of schooling as a practicing teacher. When this path is positioned in the processes we build with students, they become two sides of one dialogical process. To aim for this potential of teaching as a professional path of self-education has implications for the teacher educator as well as the teacher student. One aim of teacher education must be to help and encourage each student to embark on her own schooling practice of self-education, guided by her unique subject interest, education, talents and biographical background. Over the years, this may grow into a broader schooling of listening in dialogue with the outer questions of daily work from students, subjects, colleagues - and tuned to the inner questions of self-agency and biography.

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ⁱ Hugo, A. 1995. Erkjennelsens berøring med livet: Slektskapet mellom pedagogisk og vitenskapelig virksomhet. Dr. Scient Thesis No. 6/1995, Norges landbrukshøgskole.

ⁱⁱ Wilenius, R. 1987. Kasvatuksen ehdot. Kasvatusfilosofian luonnos. Jyväskylän: Atena Kustannus. [Wilenius, R. 1987. The conditions of education. Outline of the philosophy of education. Jyväskylä.]

ⁱⁱⁱ Raunela, E. 2018. "Opin oppimaan itseltäni": autoetnografinen toimintatutkimus kielitietoisuuden kehittymisestä sokraattista opetusmenetelmää hyödyntäen lukion äidinkielen



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ja kirjallisuuden opetuksessa. University of Eastern Finland. ["I learned to learn from myself" – An Autoethnographic Action Research Study on Developing High School Students' Language Awareness through the use of the Socratic Method of Teaching in the Teaching of Finnish Language and Literature. Publications of the University of Eastern Finland.]