

# Pathways

## Second Year Unit 2: Educator toolkit

2024



### **Attention teachers:**

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly to consider teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 2<sup>nd</sup> Year students, each approximately 2 hours duration.

- Unit 1: Types of smart
- Unit 2: Educator toolkit
- Unit 3: On the case

### Some important points about how the Pathways unit's work:

- The slides are classroom ready.
- The teacher notes, with step-by-step guidance for the specific activity on each slide, can be accessed in the associated pdf.
- It is important to show slides in presentation mode (unless prompted to do otherwise in the teacher notes), as some activities depend on animation. Where there is animation on a slide, this is indicated in the teacher notes.

- When the text in the teacher notes is in italics, it is meant to be used by the teacher in speaking with students; when the text is not italicised, it is meant for the teacher only.
- There is very little preparation of materials required. Occasionally, and depending on your students, you might decide to photocopy worksheet slides in advance of class. In activities where preparation is required, you will be prompted on Slide 2 and in the teacher notes.

Thank you for engaging with the Pathways units!

## Unit 2: Strategies and Styles

Duration: Approx. 2 hours

### Suggested learning intentions

We are learning to...

- discuss the ideas of Paulo Freire and how these apply to us
- identify the positive personality traits or characteristics of a good educator
- consider the personal relevance of these and other traits or characteristics
- analyse a teaching approach
- reflect, from a teacher perspective, on what worked well and what could be improved in this unit

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4	1	Discussing what Paulo Freire said about the purpose of teaching and applying this to other jobs/careers
5-8	2	Identifying the positive personality traits or characteristics that make a good educator   Using analogies to create an 'educator toolkit' and analysing this as a teaching approach   considering our own positive personality traits or characteristics
9	3	Discussing and critiquing what Paulo Freire said about the relationship between teaching and learning, and learning environments
10	4	Reflecting, from a teacher perspective, on what worked well and what could be improved for future delivery of this unit
11	5	Checking in with the learning intentions
12	Extension task	Comparing the typical day of a teacher and student

### Wellbeing Indicators

- Resilient
- Connected
- Respected
- Aware

### Key Skills

- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being creative
- Working with others
- Communicating

## Unit 2, Introduction

Hi, I'm Liam.  
Nice to meet you!  
I'm here to tell you that we use icons  
(the small pictures below) in this unit.  
These will help you to understand what  
you will be doing during the different  
activities.  
Have fun (and learn lots)!



Individual work



Class  
discussion



Group work



Reading



Pair work



Extension  
activity



**SLIDE 3**



What an educator does in teaching is to make possible for the students to become themselves.



Paulo Freire, Brazilian educator and philosopher



What a [insert the title of your chosen job or career] does in [insert what a person in your chosen job or career typically does] is [finish the sentence].

#### SLIDE 4

#### Teacher notes (1 animation at \* Click)

Ask for a volunteer to read aloud the quote on the slide.

Ask if anyone has heard of Paulo Freire? If yes, invite student(s) to explain who Freire was.

*Paulo Freire (1921-1997) was an educator and philosopher. He was born in Recife in Brazil. After he qualified as a teacher, he worked in places where there was a lot of poverty, with adults who had never learned to read or write.*

*Freire believed that traditional education asked students to memorise and repeat what they had learned but did not support them to understand. He compared this to turning students into containers that had to be filled (known as Freire's banking concept of education). Freire argued that the more time and energy that students put into storing information, the less time and energy they had to become critical thinkers who could recognise what was not right in their world and act to bring about positive changes for themselves and others.*

Depending on your class, you might like to define critical thinkers as people who are able to think deeply, are curious, can analyse and evaluate and are creative.

*Freire wrote many books, the most famous of which is Pedagogy of the Oppressed. Pedagogy means the methods of teaching or teaching approaches; to be Oppressed means to be kept down or powerless through unfair treatment. The name of this book comes from Freire's idea that education should liberate (free) people, so that they have the power to become their best selves.*

Divide the class into pairs.

*Together with your partner:*

- *put the Paulo Freire quote on the slide in your own words.*
- *discuss whether you agree or disagree with Freire and why.*
- *discuss whether/how Freire's ideas apply in your life.*

Take feedback from a selection of pairs.

**NB:** This is a good opportunity to share your thoughts on Freire's statement and to talk about the influence that Freire (or any other educational philosopher) has on your professional life.

*On your own, think about a career or job you might like to have when you are older.*

*Take out your copy/journal or a piece of paper, and a pen/pencil.*

\* **Click** to show a stem sentence for students to complete

*With a specific job/career in mind, fill in the blanks and finish the rest of this sentence.*

Depending on your class, you might want to give the following examples:

- What a plumber does in fixing washing machines and dish washers is help people keep their clothes and dishes clean.
- What a nurse does in minding people when they are sick is to comfort them when they need it most.

Invite students to share their completed sentences.

## Unit 2, Activity 2



### Think

On your own, think about one educator who inspired (or inspires) and was (or is) a positive influence in your life.

Try to identify exactly what in their personality or character makes them a good educator.

### Pair

Share your thoughts with one other person.

Work together to create a list of the standout personality traits or characteristics of your two inspiring educators.

### Share

In small groups, discuss what your four educators have in common.

Combine your lists of the personality traits or characteristics that make a good educator.

## SLIDE 5

### Teacher notes

*Take a minute on your own to think about one educator who has inspired you or been a positive influence in your life. Your 'educator' should be someone who has taken an interest in you, supported you or taught you something that you found useful or know will help you, either now or later in life. Your 'educator' might be a primary or secondary teacher, but they might also be a family member or friend, a youth or sports club leader etc.*

*Think about what this person has done or are still doing to support you. Why do they do this? What positive personality traits or characteristics do they have that make them a good educator?*

Depending on your class, you might prompt students to write down their thoughts.

Divide the class into pairs.

*Share your educator story with your partner. Create a combined list of the positive personality traits or characteristics that make the people you have chosen good educators.*

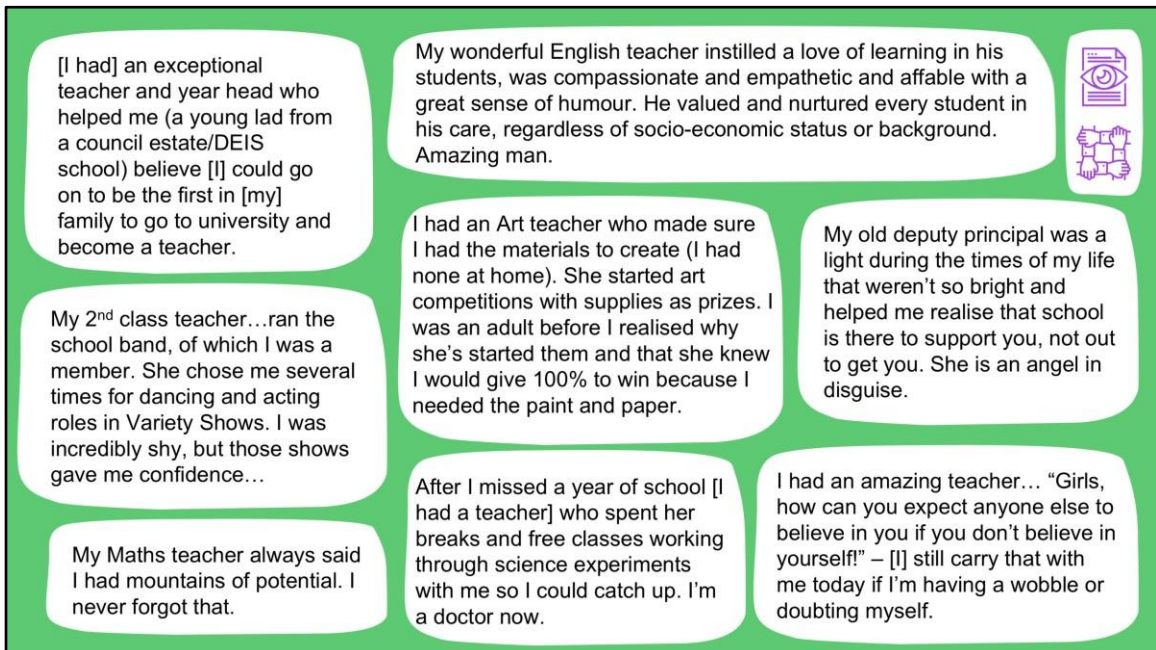
Ask each pair to join another.

*In your groups, share your inspiring/influential educator stories and discuss their positive personality traits or characteristics.*

*Combine your two lists of the positive personality traits or characteristics that make a good educator.*

Take feedback from a selection of groups.





[I had] an exceptional teacher and year head who helped me (a young lad from a council estate/DEIS school) believe [I] could go on to be the first in [my] family to go to university and become a teacher.

My wonderful English teacher instilled a love of learning in his students, was compassionate and empathetic and affable with a great sense of humour. He valued and nurtured every student in his care, regardless of socio-economic status or background. Amazing man.

I had an Art teacher who made sure I had the materials to create (I had none at home). She started art competitions with supplies as prizes. I was an adult before I realised why she's started them and that she knew I would give 100% to win because I needed the paint and paper.

My old deputy principal was a light during the times of my life that weren't so bright and helped me realise that school is there to support you, not out to get you. She is an angel in disguise.

My 2<sup>nd</sup> class teacher...ran the school band, of which I was a member. She chose me several times for dancing and acting roles in Variety Shows. I was incredibly shy, but those shows gave me confidence...

After I missed a year of school [I had a teacher] who spent her breaks and free classes working through science experiments with me so I could catch up. I'm a doctor now.

I had an amazing teacher... "Girls, how can you expect anyone else to believe in you if you don't believe in yourself!" – [I] still carry that with me today if I'm having a wobble or doubting myself.

My Maths teacher always said I had mountains of potential. I never forgot that.

## SLIDE 6

### Teacher notes

*The quotes on this slide were posted on social media in response to a request for people to share their stories about the inspirational teachers they had encountered in their lives.*

*As we read these quotes, take note of any additional positive characteristics or personality traits that are mentioned or that occur to you.*

Ask for volunteers to read aloud the quotes on the slide.

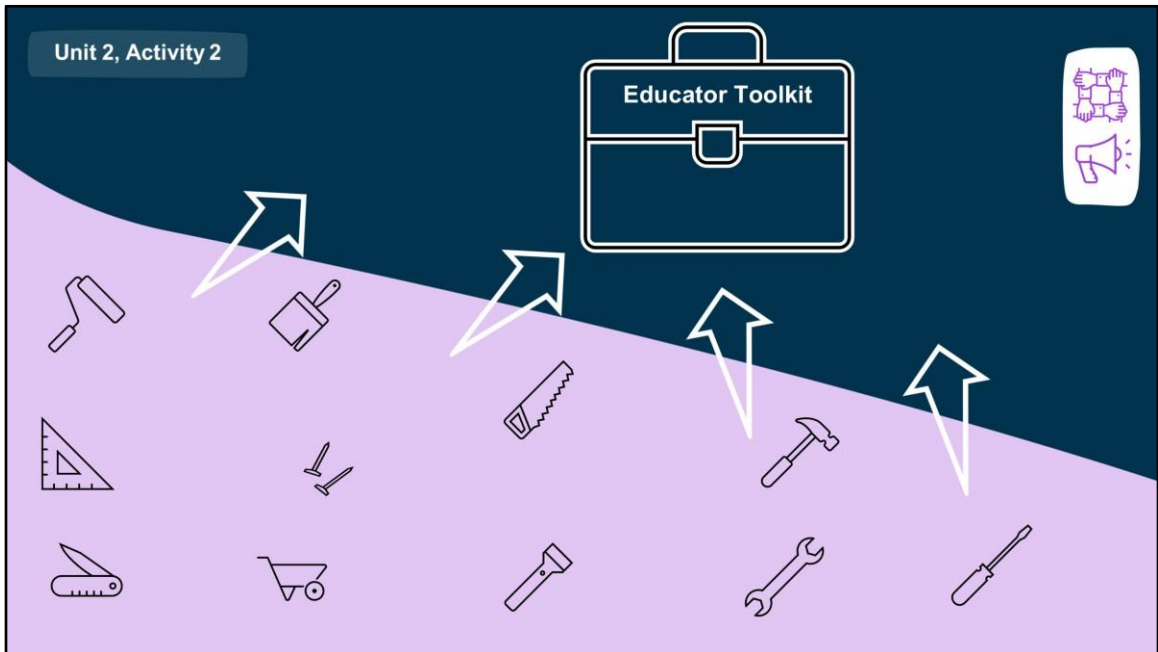
**NB:** This is a good opportunity to share the positive personality traits/characteristics of inspirational teachers/educators that you may have encountered in primary or secondary school or university, or in your professional life since you qualified.

*In your group, discuss any additional positive characteristics or personality traits and agree which ones to add to your list.*

Depending on your class, you might decide to share some or all the following personality traits or characteristics and invite students to add any that resonate to their list:

- approachable
- caring
- communicator (including being a good listener)
- compassionate
- creative
- determined
- empathetic
- fair
- high expectations
- interested
- patient
- positive
- prepared/organised
- respectful (of students and other teachers)
- sense of humour
- smart
- supportive

Source: Quotes on slide adapted from Twitter feed (now 'X') initiated by @JMcG\_1 in April 2021.



## SLIDE 7

### Teacher notes

*We are going to create an 'Educator Toolkit' with your list of the positive personality traits or characteristics that make a good educator.*

*You're going to work together in your group to come up with an analogy or comparison between a tool (like those on the slide or others that a builder or carpenter might have) and the top 3-4 personality traits or characteristics on your list.*

**NB:** Depending on your class, you might want to identify the tools on the slide and name a few additional tools.

*Let's consider a couple of examples. If you had 'good communicator' on your list, you might pick the torch because 'An educator who is a good communicator is like a torch because they light up your understanding'. Or, if you had 'determined' on your list, you might pick a hammer because 'A determined educator is like a hammer in that they just keep hammering until you get it'.*

Facilitate feedback, highlighting similar/different analogies for the same personality traits or characteristics.

Facilitate a whole class discussion, using the following prompt questions:

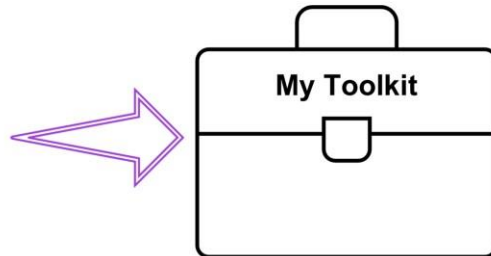
- *How many of you liked coming up with analogies? Why? Why not?*
- *Why do you think that I asked you to do this?*

*There is educational value in this teaching approach. As you work together in groups to come up with analogies, you are actively involved in your learning which means that you will be more likely to remember what you learned, you are more likely to have a deeper understanding, and you get a chance to improve your skills of communication and creativity.*



**My personality traits or characteristics:**

- 1.
- 2.
- 3.
- 4.
- 5.



**SLIDE 8**

**Teacher notes**

*On your own, write down 3-5 of your own positive personality traits or characteristics. If you need ideas, ask a friend for support.*

*Ask yourself the following questions:*

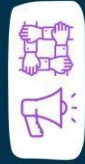
- *Do any of my personality traits or characteristics reflect the personality traits or characteristics of a good educator?*
- *Would I consider becoming a teacher or does another job/career that interests me involve being an 'educator' at least some of the time? For example, there are many jobs/careers where I might have to show someone else how to do something, make a work-related presentation etc.*
- *In what other jobs/careers might my personality traits or characteristics be of value?*

*It is useful to think of your personality traits or characteristics as just some of the tools in your toolkit. Maybe these tools point you to a particular job/career or maybe they can be helpful in a range of jobs/careers. Each one of you has other tools that might become obvious over time, and you can even decide to grow or cultivate a particular tool.*

## Unit 2, Activity 3



Although the teachers or the students are not the same, the person in charge of education is being formed or re-formed as he/she teaches, and the person who is being taught forms him/herself in the process.  
Those who teach learn by teaching and those who learn teach by learning.



Paulo Freire, Brazilian educator and philosopher



### SLIDE 9

#### Teacher notes

Ask for a volunteer to read aloud the quote on the slide.

*Paulo Freire, who we met at the start of this unit, wanted education to be about students and teachers coming together in discussion or dialogue about their current reality, about the reality that they wished for and about how to get to that desired reality. He believed that in this type of learning environment, teachers taught, but also learned; and, students learned, but also taught. He believed that there is 'no teaching without learning'. For teaching to be happening, learning also needs to be happening.*

**NB:** This is a good opportunity to share an example of a time you learned in the process of teaching something. If possible, share a positive example that involves the students in this class.

*Would anyone like to share an example of when you, as a student, taught yourself in the process of learning something?*

Divide the class into small groups.

*In your group:*

- *create a drawing of a classroom where the teacher teaches but also learns, and where students learn but also teach. Think about what the classroom would look like - what is the set-up of the desks/chairs, what is on the walls etc? What are the people in this classroom doing, hearing, seeing, saying etc?*

Invite students to display their finished drawings.

Facilitate a whole class discussion, using the following prompt questions:

- *What are the advantages of the type of learning environment that Freire described?*
- *Are there any disadvantages?*
- *Would you like to be a student in this learning environment? Why?*
- *Would you like to be a teacher in this learning environment? Why?*

Depending on your class, you might like to also ask how this learning environment compares to the environment in your school.



## Slide 10

### Teacher notes

Divide the class into pairs.

*You're going to look at this Pathways unit through teacher eyes.*

Remind the class about what they covered in this unit, as follows:

*In this unit, we learned about Paulo Freire's ideas about teaching, teachers/students and learning environments. You have identified positive personality traits and characteristics that make for a good educator. You've identified your own positive personality traits and characteristics and how these are tools that you can draw on throughout your lives. You worked individually, in pairs, in small groups and as a whole class, read, discussed, wrote, presented and now you are going to reflect.*

*Imagine that you are a teacher. You have been asked to team teach this Pathways unit next year.*

*Team teaching (or co-teaching) is when two or more teachers or educators plan, teach and evaluate activities, lessons or units together.*



**NB:** This is a good opportunity to share any positive experiences you have had of team teaching, or to talk about the importance of collaboration with colleagues in teaching and other jobs/careers you have had in the past.

*With your partner, plan what you would repeat and what you would change when teaching this unit next year. Remember, there is no teaching without learning, keep your students at the centre of your planning and make sure that you have sound educational reasons for your decisions.*


**NB:** This is a good opportunity to share questions or statements that you typically ask yourself as a way of reflecting on and evaluating lessons or units of learning.

Facilitate a selection of pairs to present their plan and the reasoning behind their plan.

Unit 2, Checking in with the learning intentions



Hello again!  
How did you get on with Unit 2?

Did you learn to...? 

- discuss the ideas of Paulo Freire and how these apply to us
- identify the positive personality traits or characteristics of a good educator
- consider the personal relevance of these and other traits or characteristics
- analyse a teaching approach
- reflect, from a teacher perspective, on what worked well and what could be improved in this unit

**SLIDE 11**

**Teacher notes**

Read each learning intention aloud.

Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.

Unit 2, Extension activity



Here's an idea for you.

Interview one of your teachers about a typical teaching day, from the minute they arrive in school until they finish work.

Compare your typical day to theirs.

Write a short reflection on the differences and similarities between a typical teacher and student day. If possible, get your reflection published in your school newsletter, website or similar.



## SLIDE 12

### Teacher notes

The extension activity suggested on this slide is linked to Activity 3 (Slide 9) and Activity 4 (Slide 10).

Path Project  
Institute of Education  
Dublin City University



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AN tUdairg Aontuair na hOideachais