

(Always?) In Transition: Reflecting on Change

Fiona Noble (University of Stirling)



**Future in Focus: Easing
Transitions, Embracing Change**

LANGS Meeting

Friday 13th June 2025

Outline:



Personal transitions



Professional transitions



Transition as concept/theme



Transition in Spanish context



Career transitions



Transitions/reflections



Transitions in education



Transitions – student perspectives

Hello, mid-life crisis
line. How may I help
you today?



som^{ee}cards
uber card

**POST-TRANSITION TRANSITIONS:
CHILDHOOD, PERFORMANCE AND IMMIGRATION
IN POST-FRANCO SPANISH CINEMA**

FIONA NOBLE



El espíritu de la Colmena (The Spirit of the Beehive), Víctor Erice, 1973



La Transición política española: ¿un modelo exitoso?

Published: May 7, 2025 7.44pm BST

Asamblea multitudinaria de trabajadores de SEAT en Zona Franca (Barcelona), 1976. Archivo Histórico de CCOO de Cataluña (AHCO), Author provided (no reuse)

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El término “transición española” designa generalmente el proceso histórico comprendido entre la muerte de Francisco Franco, el 20 de noviembre de 1975, y la victoria del Partido Socialista (PSOE), liderado por Felipe González, en las elecciones generales de octubre de 1982.

Es decir, el paso de una dictadura a un régimen democrático. Sus elementos constitutivos se han presentado con frecuencia como el resultado del consenso social bajo la idea de la “reconciliación nacional”.

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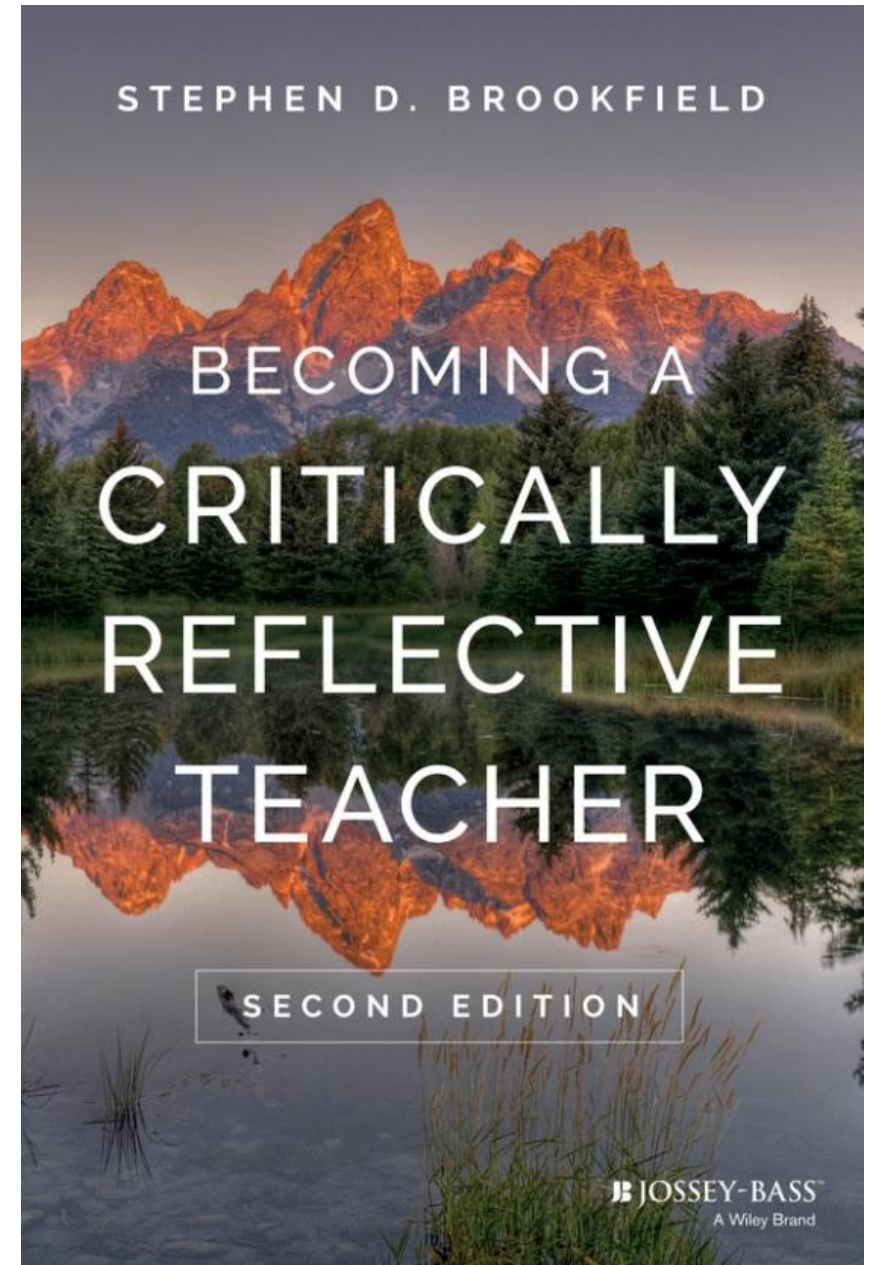
Disclosure statement

3.3 Professional Learning

3.3.1 Engage critically with literature, research and policy	
Professional Actions	<p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none">■ identify and source a range of appropriate literature, research and policy; and■ engage critically with research to challenge and inform professional practice and critically question and challenge educational assumptions, beliefs and values of self and system.
3.3.2 Engage in reflective practice to develop and advance career-long professional learning and expertise	
Professional Actions	<p>As a registered teacher to demonstrate your professional skills and abilities you are required to:</p> <ul style="list-style-type: none">■ commit to lifelong learning, through an ongoing process of professional review and development that impacts on the learning of children and young people;■ reflect and engage critically in self-evaluation using the relevant professional standard;■ adopt an enquiring, reflective and critical approach to professional practice;■ enhance learning and teaching by taking account of feedback from others including children and young people and actively engage in professional learning to support school improvement;■ work collaboratively to contribute to the professional learning and development of colleagues, including student teachers;■ maintain a reflective record of evidence of impact of professional learning on self, colleagues and learners; and■ engage with the Professional Update process.

Stephen D. Brookfield *Becoming A Critically Reflective Teacher*

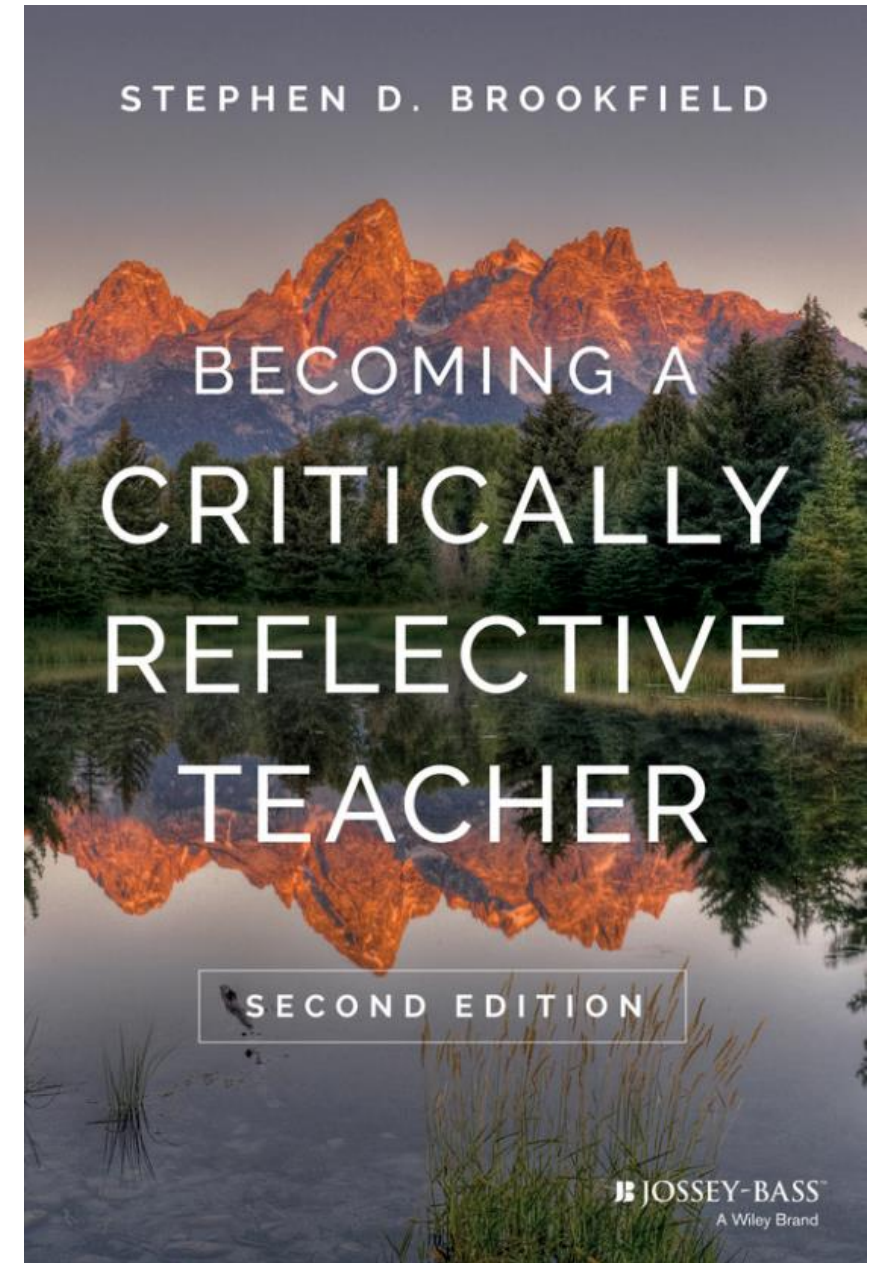
‘What is it [...] that makes reflection critical? [...] Informed by the critical theory tradition, reflection becomes critical when it’s focused on teachers understanding power and hegemony’ (9).



Stephen D. Brookfield *Becoming A Critically Reflective Teacher*

‘Illuminating Power

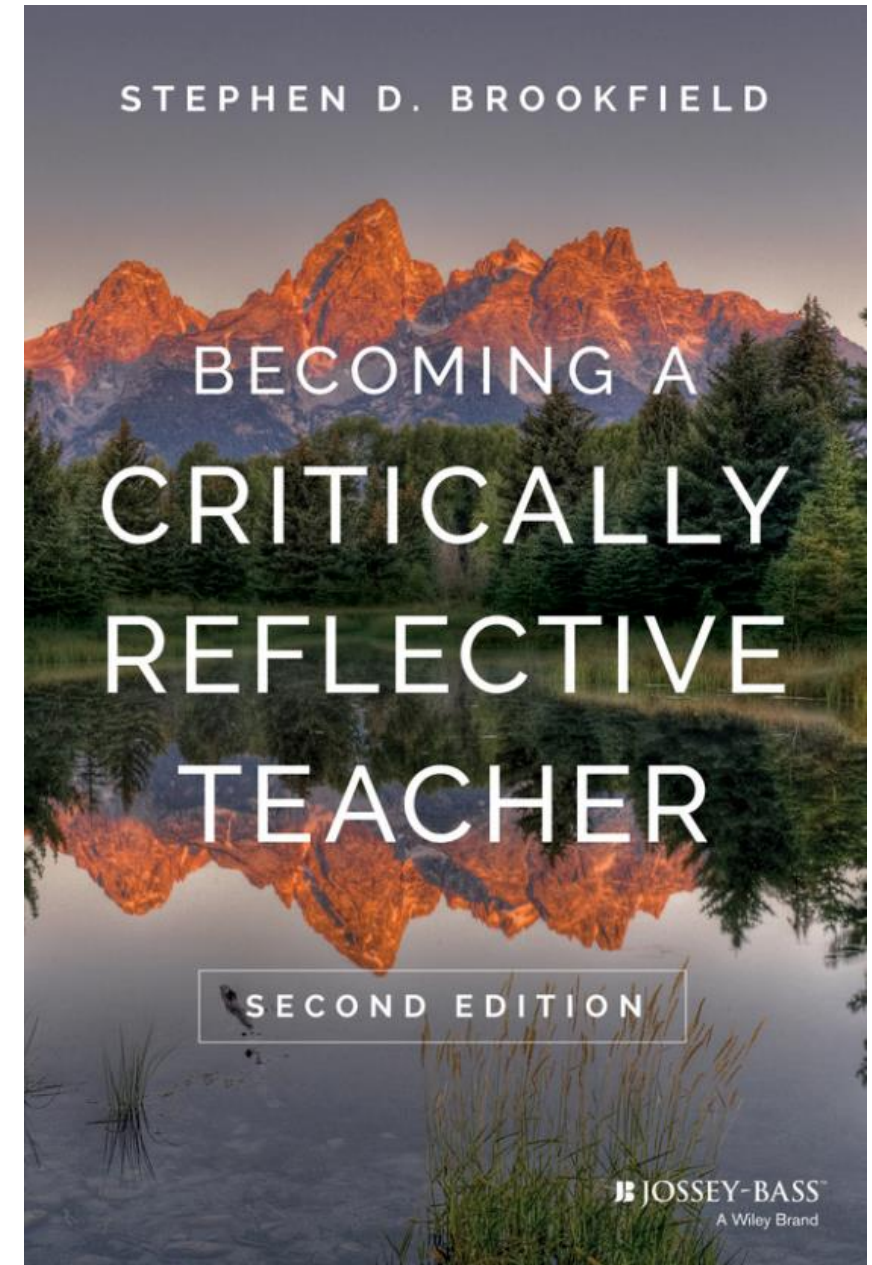
Critical reflection happens when teachers uncover how educational processes and interactions are framed by wider structures of power and dominant ideology. It involves teachers questioning the assumptions they hold about the way power dynamics operate in classrooms, programs, and schools and about the justifiable exercise of teacher power’ (9).



Stephen D. Brookfield *Becoming A Critically Reflective Teacher*

‘Uncovering Hegemony

Critical reflection happens when teachers try to uncover assumptions and practices that seem to make their teaching lives easier but that actually end up working against their own best long-term interests – in other words, assumptions and practices that are hegemonic. It involves examining how to push back against this exploitation by changing structures and alerting others to its presence’ (9).





Scotland's Curriculum Framework

curriculum improvement cycle



we are about to enter the messy middle

(trust the process)

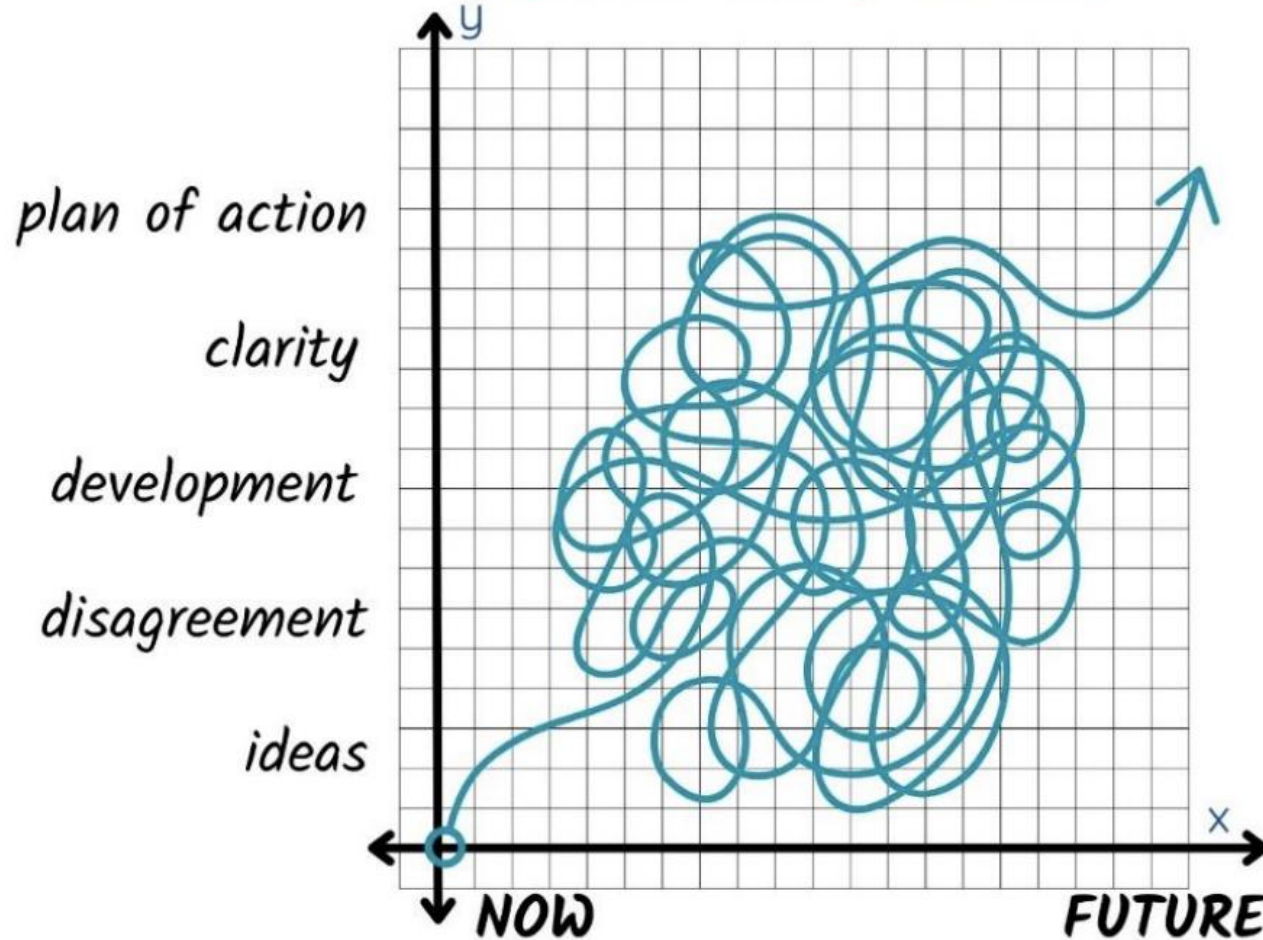


Fig:9.0: Trusting the Process by Exploring the Messy Middle (Source: Education Scotland, 2024)

A word cloud visualization centered around the theme of educational transitions. The words are arranged in a non-uniform, overlapping manner, with size indicating frequency or importance. The color palette is divided into three main groups: purple for the most prominent words, dark blue for secondary words, and yellow/orange for tertiary words. The background is a solid light gray.

change
transition
education
challenge
smooth
tertiary
secondary
primary
challenging
stage
university
moving
teaching
early
teachers
changing
starting
self-reflection
learning
home
school
practice
leaving
reflective

I was quite anxious coming from High school to university to further my education in Spanish, however after starting first semester I got settled very well and we did many **interactive activities**, watched videos, and had **class discussions in our smaller seminar groups**, all which helped us improve our Spanish! I would recommend taking Spanish at university as it is a very enjoyable course and learning a language opens many opportunities in different careers.

First year student

This is my second time studying an undergraduate degree at University however it is the first time in 6/7 years that I have studied Spanish at any level. [...] taking this class was one of the best things I did as it first of all allowed me to develop my own skills within the language but most importantly, it allowed me to meet new people and interact with them instantly. It was a daunting experience walking into my first week of classes being a touch older than others but the **camaraderie of learning a new language** and the **welcoming lecturers** made it all better. The other thing that was a huge help was that there was **always someone at the end of an email** to be able to swiftly help with anything that I was struggling with.

First year student

One of the things that helped me the most with post-university transition was **being able to work independently on a dissertation**. Developing my own ideas **gave me the confidence to think critically** and trust my own academic voice. At first, I was hesitant to be strong with my arguments, but Fiona encouraged me to take my ideas further and approach them with confidence. That encouragement helped me recognise the value of my own perspective and showed that I can lead work independently and take ownership of my own decisions. I think that **self-belief is one of the most important qualities in life after university**, and the dissertation journey helped me develop that.

Support with my PGDE application was also extremely helpful. Fiona wrote my reference for me but also **shared her own experience** of teacher education. Hearing about how the course worked, and her own experience teaching languages in secondary schools, gave me genuine insight. This support helped me to take the next step towards a career in teaching.

Final year student

Discussion prompts

What do you think are the most significant transitions you are currently facing in professional terms?

How can we, as individuals invested in languages education, embrace transition and change moving forward?

What can we learn from our learners/students about approaching transitions and change?