



A • T • E • A

Australian
Teacher Education
Association

**2013
Conference**



30 June - 3 July 2013, Brisbane QLD

Knowledge makers and notice takers:
Teacher education research impacting policy and practice

The Australian Teacher Education Association (ATEA) 2013 Conference

Queensland University of Technology
Brisbane, Queensland

30 June - 3 July 2013

Conference Handbook & Abstracts

*Knowledge Makers and Notice Takers:
Teacher education research impacting policy and practice*





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Gardens Point Campus

Brisbane, Queensland

Welcome

Welcome to the 2013 Australian Teacher Education Association conference in Brisbane. This year the conference is hosted by Queensland University of Technology (QUT) and Griffith University, and we are excited to be able to hold the main conference program in the brand new Science and Engineering Centre (SEC) at the QUT, Gardens Point Campus. The conference theme targets the exploration of productive connections between teacher education research, approaches to teacher education learning and teaching, policy impacting upon initial teacher education and the teaching quality building agenda more generally. In doing so, we acknowledge the potent political environment shaping the current direction and imperatives for teacher education and it is important for the teacher education research community to provide a clear voice to policy makers. Our vibrant, innovative and insightful research can provide important direction for future high quality teacher education. As a community, individually and in research teams we are well positioned to guide the direction of teacher education for our nation and to situate Australian teacher education at the leading edge of research in this field internationally.

The conference sessions this year will take full advantage of the collaborative technology resources of the QUT Science and Engineering Centre (SEC). The roundtable sessions will use innovative technologies to support presenters, and the program includes some wonderful opportunities to connect with each other via traditional paper sessions, digital poster sessions, Q and A forum, a national research spotlight session and preconference workshop, to mention just a few exciting opportunities for engagement and exchange of ideas. We hope you will also enjoy the South Bank precinct of Brisbane, the Botanical Gardens, perhaps even take in a show at the Queensland Performing Arts Complex, or maybe visit the internationally acclaimed Gallery of Modern Art (GOMA). The conference is centrally located with easy walking access to a huge range of city highlights.

Thank you for coming to this conference. We hope you are invigorated by the discussions, and that you enjoy the collegial atmosphere.

Kind Regards

Nan Bahr & Cheryl Sim

ATEA President & 2013 Conference Co-Convenor

Day 4 – Wednesday 3 July 2013

0900 - 1030 PLENARY FORUM: Facilitated by **Dr Graeme Hall**, Manager of Initial Teacher Education; Australia Institute for Teacher and School Leadership (AITSL)
Panel Members
Dr Jim Watterston, Department Education, Training and Employment (Director General)
Mr Edmund Misson, AITSL (General Manager)
Professor Emerita Christine Sleeter, California State University
Ms Hannie Gilmour, Narangba State High School (Deputy Principal)
Professor Nan Bahr, ATEA (President) and Queensland University of Technology (Assistant Dean of Teaching and Learning)
Media Representative
 ATEA Fellowship Presentations
 QUT GP, P Block, Level 5, Room 514

1030 - 1100 **MORNING TEA** – Level 5 Foyer, P Block

CONCURRENT SESSIONS

	504	505	506	506A	514
1100 – 1130	<i>Engaging Teacher Education students with real life video learning of children under three</i> Susanne Garvis Griffith University	<i>Widening participation: effects on teacher education programs</i> Suzanne Macqueen University of Newcastle	<i>Teacher-as-bricoleur: Implications for pre-service teacher education</i> Reyna Zipf Central Queensland University	<i>A community of practice for teacher education academics</i> Judy Adnum Macquarie University	Symposium <i>Looking forward, looking back: Messages from pre-service and early career teachers</i> Paper 1 <i>Mental health and Enthusiasm, Maintaining the Energy: Pre-service teachers and their in-school experiences - it's all about ME.</i> Noelene Weatherby-Fell University of Wollongong Paper 2 <i>Understanding beginning teachers' professional goals.</i> Susan Beltman Curtin University Caroline Mansfield Murdoch University Paper 3 <i>"Don't be a turtle": Lessons Learnt by Early Career Teachers</i> Rosie Le Cornu University of South Australia
1130 – 1200	<i>Professional experience in isolated schools: Community & connection</i> Marylin Pietsch Charles Sturt University	<i>Knowledge making by Pre-service Teachers on a professional placement experience in a remote Indigenous Community.</i> Glenn Auld Deakin University	<i>Using Digital Storytelling to Develop Sudanese Women Refugees' writing</i> Jeanne Solity Deakin University	<i>Building academic resilience: A longitudinal study of Master of Teaching students' perceptions of written feedback on high stakes assessment.</i> Tony Dowden University of Southern Queensland	
1200 – 1230	<i>Developing a framework for pre-service teacher reflective practice: A collaborative research project.</i> Judy Adnum Macquarie University	<i>Teacher education students' transition from secondary to tertiary education: hit and miss</i> Suzanne Macqueen Kate Ferguson-Patrick Tracey Kelty University of Newcastle	<i>Taking a collaborative approach to finding out what graduating students say about their opportunities to learn in ITE.</i> Lexie Grudnoff University of Auckland	<i>Impacting inclusive education: A theory-driven approach to subject design</i> Greg Ahul Charles Sturt University	

1230 – 1330 **LUNCH** – Level 5 Foyer, P Block
 Book Launch – Level 5 Foyer, P Block

Using Mobile devices to enhance formative assessment

Chris Dann & Bill Allen

University of Sunshine Coast

Presentation Format: Paper Presentation

"One of the more demanding tasks faced by teacher educators and mentors is providing ongoing, immediate and high-quality feedback for students during their professional learning (Debusse, Lawley and Shibl, 2008); this means that there is limited opportunity for formative assessment that benefits the students as they move through their practicum experience. This paper outlines, and reports on research into, how mobile technologies have been used by members of teacher education program in a regional University to generate opportunities for quality formative assessment and enhance the processes of summative assessment for pre-service teachers in their school-based placements. The paper explores the opportunities and impacts of a purpose-built website and iPhone application that can manage communication between pre-service teachers, university academics, school supervisors and the University's professional experience unit.

The 'app' incorporates video, image capture capabilities and written data with regard to each assessment criterion at any time. This paper reports on the research to date that evaluates its suitability for the teacher education setting. The initial results from a range of stakeholders indicate that there is strong support for the device as a means of supervising teachers in their decision making processes. Importantly, pre-service teachers have welcomed the enhanced opportunity to receive powerful visual feedback as part of an ongoing formative feedback process. Themes that emerged from the data are discussed and one particular focus is on the impact on developing reflective practice. Opportunities for further research and modifications to the existing system are explored."

Holistic Outcomes and Higher Education First Year Curriculum Design

Sharn Donnison, Florin Oprescu & Sorrel Penn-Edwards

University of the Sunshine Coast

Presentation Format: Paper Presentation

Resilience is defined as the ability to cope during difficult times and to overcome difficult situations (Newman 2003). The first year in higher education for pre-service teachers is often a challenging time as they struggle with new academic, institutional, personal, professional and financial demands. First Year Experience initiatives aim to support students with these demands but they are usually presented as separate from academic study. Arguably, first year curriculum design can facilitate the student's first year transition (Duncan, Quinn, Nelson, Smith, Creagh & Clarke, 2009) or potentially hinder it. In this paper we advocate for an approach to first year curriculum design that includes supporting first year students' transition by including soft outcomes, such as building their personal resilience and self-efficacy as well as developing their academic competencies. Our argument draws upon current higher education curriculum design principles to propose that first year curricula in professional degrees, such as teacher education, should incorporate both hard outcomes and soft outcomes where overall outcomes focus on the student's academic success as well as their holistic well-being.

Building academic resilience: A longitudinal study of Master of Teaching students' perceptions of written feedback on high stakes assessment.

Tony Dowden & Jeanne Allen

University of Southern Queensland

Presentation Format: Paper Presentation

"Some students enrolling in Master of Teaching post-graduate programs enter with low levels of academic literacy. For instance, many students of Fine Arts experience a paucity of formal writing episodes during their initial degree and, therefore, are unlikely to achieve the same levels of attainment as peers with degrees in other disciplines. A low level of skills in this area is challenging for graduate students who, in a two-year degree focused on becoming a teaching professional, must up-skill rapidly to meet benchmarks for Masters work, and may perceive themselves as 'behind' or inferior to their peers. This situation is potentially problematic when these students receive written feedback that they perceive as discouraging.

Researchers have investigated students' perceptions of written feedback on assessment in higher education (Ferguson, 2011) but students' emotional responses to feedback has received little attention (Varlander, 2008). This

implies that university pedagogies could be improved if tutors were more aware of students' perceptions of written feedback (Young, 2000).

This paper reports on students' perceptions of written feedback over the two-year period of a Master of Teaching program in a regional Australian university. The research was one strand of a larger project that investigated students' perceptions of their transition into the program from their previous studies with a view to evaluating the need for an intervention to assist students with low levels of academic literacy. The study utilised two on-line questionnaires with closed questions to elicit responses on a Likert scale, followed by open-ended questions. The surveys were administered in the first semester after students received written feedback on early assessment tasks and in the fourth semester before students completed their course. The results of the study were unclear. Although there was evidence for improved student resilience during the program, students' perceptions of written feedback were decidedly mixed.

Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Assessment & Evaluation in Higher Education*, 36(1), 51–62.

Varlander, S. (2008). The role of students' emotions in formal feedback situations. *Teaching in Higher Education*, 13(2), 145–156.

Young, P. (2000). 'I might as well give up': Self-esteem and mature students' feelings about feedback on assignments. *Journal of Further and Higher Education*, 24(3), 409–418."

Reentering the profession: The Teacher Refresher Program

Bill Eckersley & Celine Chu

Victoria University

Presentation Format: Paper Presentation

Research aims • What are the professional learning needs of teachers returning to teaching after periods of absence (6 months-8 years)? • What are the strengths and areas of improvement of the Teacher Refresher Course and aspects of program management, design and facilitation? • What has been the impact of the Teacher Refresher Course on participants' confidence, competence and employment in teaching? Research Context This paper details a collaborative research initiative that investigated the planning, implementation and evaluation of the Teacher Refresher Course (TRC). This collaboration involving the Victorian Department of Education and Early Childhood Development (DEECD); Ed Partnerships International and Victoria University focused on building the knowledge, know-how and confidence of teachers interested in returning to teaching. Over 300 teachers completed one of ten courses delivered across Victoria. Each program consisted of 6 days of workshops, site-based learning in schools and access to an online learning environment (Wikispace). Methodology The overall aim of the evaluation research was to determine the strengths of the course and aspects of program management, design and facilitation that could be further improved. This was conducted on the basis of formative evaluations by the facilitators and participants' feedback and performances of understanding at a mid-point and the end of each program. The research partnership resulted in the development of multiple evaluation instruments. A combination of materials, introduced at pre-program, in-class and post-program, was employed to better understand the experiences of program participants. Key data collection and analysis activities included: • Online learner profile and needs analysis survey (completed by participants prior to course) • Face to face interviews and group interviews with participants, principals and facilitators • Course evaluation survey (completed by participants within 15 days of each course) • Post-program survey (completed by participants 6 months after program concluded) A set of conclusions and recommendations based on an analysis of formative and summative data was produced. In summary, the Teacher Refresher Course focused on four content areas: curriculum; effective teaching; assessment of, as, for learning and getting a job. Participants accessed the TRC Wikispace to source learning, communication and research documents. The site-based learning in both primary and secondary schools provided authentic learning opportunities for TRC participants. Returning to teaching, Site-based learning References Australian Council of Deans of Education (2002). Response to the Commonwealth Review of Teaching and Teacher Education, Canberra. Beutel, D., & Spooner-Lane, R. (2008). Teacher mentoring: Learning in the workplace through dialogue and reflection, ATEA Conference. Byman, R., Krokfors, L., Toom, A., Maaranen, K., Jyrha"ma", R., Kyna" slahti, H., & Kansanen, P. (2009). Educating inquiry-oriented teachers: students' attitudes and experiences towards research-based teacher education. Educational

(70-91%). Qualitative findings suggested that the experiences that assisted them to be confident for teaching were practicum and associated field studies coursework, a positive mentor teacher, specifically designed middle years subjects, the pedagogical approaches of university staff, and other real-world experiences such as volunteering in schools and participating in professional development alongside their mentors. This study demonstrated that universities presenting middle years teacher preparation need to consider: the quality of the practicum experience; the suitability of mentor teachers; the significance and practicalities of middle years subjects; university lecturers' modelling of pedagogical practices; and the inclusion of real-world learning experiences. Although the findings of this study provided evidence as to how preservice teacher confidence for teaching has been influenced by their middle schooling teacher preparation, further research is required to investigate how confidence translates into practice within their first years of teaching.

Enhancing teacher education: The School-Community Integrated Learning (SCIL) pathway

Dr Suzanne Hudson, Associate Professor Peter Hudson, Dr Lenore Adie

Southern Cross University / Queensland University of Technology

Presentation Format: Paper Presentation

National Australian reviews advocate exploring new models for preservice teacher education. This study investigates the outcomes of the School-Community Integrated Learning (SCIL) pathway as a model for advancing preservice teachers' understandings of teaching. Thirty-two final-year preservice teachers were surveyed with extended written responses on how the SCIL pathway advanced their understandings of teaching. Results indicated 100% agreement on 6 of the 27 survey items. Indeed, 78% or more preservice teachers agreed that they had a range of experiences across the five categories (i.e., personal-professional skill development, understandings of system requirements, teaching practices, student behaviour and reflective practices). Extended responses suggested they had developed understandings around setting up classrooms, whole school planning processes with professional development, the allocation of teacher responsibilities (e.g., playground duties), parent-teacher interviews, diagnostic testing for literacy and numeracy, commencing running records of students' assessment results, and the development of relationships (students, teachers and parents). Although a longitudinal study is required to determine long-term effects, the SCIL pathway may be viewed as a positive step towards preparing final-year preservice teachers for their first year as fully-fledged teachers.

Teacher educators as knowledge makers of curriculum, pedagogies and assessment in teacher education: ten years on - an opportunity lost?

A/Prof Anne Jasman

University of Southern Queensland

Presentation Format: Paper Presentation

"It has been argued that the positioning of teacher educators in Australia in 2003 provided 'a rare opportunity to create the reform agenda for the curricula, pedagogies and assessment of initial teacher education programs' (Jasman, 2003 p. 1). Since then, however, the opportunities for becoming knowledge makers of the curriculum, pedagogy and assessment of teacher education have not been realised. There are a number of key factors that influence what is valued as knowledge within teacher education and which influence the capacity of teacher educators to be the knowledge makers in teacher education programs (both initial and continuing).

These are explored through the discussion factors which may have impact teacher educators as knowledge makers in the provision of effective teacher education in Australia. The following factors are explored as contributing to the marginalized position of teacher educators as knowledge makers in 2013.

- Alternative pathways into teacher education
- Strong accountability cultures
- The introduction of high-stakes testing,
- Increased regulation of teacher education through accreditation and standards,
- Changing patterns of academic work,
- The policy focus of government on teacher quality
- Federal control of school curriculum

This paper considers whether teacher educators can make a difference to teacher education through their understanding of professional expertise, its development and enhancement. Can teacher educators contribute their practitioner knowledge of effective curricular, pedagogical and assessment practices in both school and teacher education to help create the teachers who can develop meaningful learning experiences for students in the future – or is this opportunity already lost?

Jasman, A. (2003). Initial teacher education: changing curriculum, pedagogies and assessment. *Change*, 4(2), 1–22."

Raising pre-service teachers' understanding of the nature of science

Harry Kanasa, David Geelan, Margaret Marshman, Alision Sammel & Timothy Strohfeldt
Griffith University
Presentation Type: Paper Presentation

This study will examine the effectiveness of a range of pre-service teacher courses in science education at raising student understanding of the nature of science (NOS). The Student understanding of Science and Scientific Inquiry survey (Liang et al., 2008) will be administered pre- and post-course to undergraduate and postgraduate students in primary and secondary teacher education programs in Semester 1, 2013, at two universities. The courses will use a range of strategies, from direct instruction in lectures to self-directed learning using online materials, to teach the NOS. Comparisons between the cohorts will allow the effectiveness of the strategies to be determined and will inform future changes to the respective courses.

Dancing to too many tunes: Contemporary course design in teacher education

Margaret Lloyd
Queensland University of Technology
Presentation Format: Paper Presentation

"Contemporary course designers in schools and faculties of Education are finding themselves dancing to many tunes, arguably too many tunes, in order to have their initial teacher education courses accredited by external agencies whilst satisfying internal approval processes and, critically, maintaining the philosophical integrity of their programs and their institutional watermarks. The "tunes" here are the agendas driven by and the demands made by distinct independent agencies.

The external agencies influencing Education include: TEQSA (Tertiary Education Quality and Standards Agency) which will assure alignment to the AQF (Australian Qualifications Framework); professional bodies such as AITSL (Australian Institute for Teaching and School Leadership) which now accredits all pre-service teacher Education courses across Australia and assures alignment with the Australian Professional Standards for Teachers; and the state and territory regulatory authorities that have an impact within a specific jurisdiction, for example, the Queensland College of Teachers (QCT) and the Teacher Registration Board of Western Australia (TRBWA). Further, there are national priorities to be met with these being outlined and endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in early 2013.

This paper – whose findings have been arrived at through a year-long OLT National Teaching Fellowship - will outline the complex and competing agendas currently at play and focus on the disjuncture evident in the fundamental defining of who a "graduate" is and what is "knowledge." It will also attempt to identify where there are synergies between the complex demands being made. It will argue that there are too many "tunes" and the task of finding a balance between compliance and delivering effective initial teacher education may not be possible because of the cacophony of their conflicting demands. "

Investigating the effectiveness of a teacher professional learning program

Graeme Lock & Geoff Lummis
Edith Cowan University
Presentation Format: Paper Presentation

"The basis of this presentation is investigating the relevance and applicability of a professional learning program on teachers' roles in schools. Such an investigation is significant as the professional learning teachers receive is important in contributing to both their effectiveness as teachers and their personal professional growth.