



## The Australian Teacher Education Association (ATEA) 2011 Conference

Victoria University (Flinders St Campus)  
Melbourne, Victoria

**3 - 6 July 2011**

# Conference Handbook & Abstracts

**Valuing Teacher Education: Policy, Perspectives and Partnerships**





## Conference Handbook & Abstracts

**Australian Teacher Education Association 2011 Conference**  
***Valuing Teacher Education: Policy, Perspective and Partnership***  
**3 - 6 July 2011**  
**Victoria University (Flinders Street Campus)**  
**300 Flinders Street**  
**Melbourne**

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### **Welcome**

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Welcome to the 2011 Australian Teacher Education Association conference in Melbourne. This year the conference is hosted by a Victorian based collaboration of three large teacher education institutions namely **Deakin University, Monash University and Victoria University**. We have worked hard collectively and we are delighted to announce a packed program of events and sessions.

The conference theme we believe is timely and focuses on an important, but what has seemed a difficult to measure, aspect of teacher education that being its value and the ways in which we engage in the act of **valuing teacher education**. We believe it is important as teacher educators to engage in discussing and debating the value of and the value provided by teacher education with the wider education audience and to open up the discussion from three connected points. Firstly, from a **policy** stance and an opportunity to discuss and debate the direction for teacher education policy reform. The second, an opportunity to listen to and share diverse **perspectives** on teacher education research, practice and policy. Finally from a **partnership** platform, an opportunity to connect with different education stakeholders on the value of teacher education in different contexts and from different perspectives.

The conference theme is a call for teacher educators to actively engage with the key questions of what value is teacher education?; to whom and how do we know?; and how can we speak in ways that demonstrate the valuing of teacher education to a broader society?

Conference sessions this year will encompass research presentations, roundtable discussions and showcase innovations. We anticipate that each type of session will provide opportunities for rigorous exchange related to teacher education and professional learning.

Other program highlights include a pre-conference workshop aimed at building research capacity for early career teacher educators as well as a number of forums as an opportunity to engage with and debate teacher education policy, research and practice from different perspectives and with different partnerships. **Our first ATEA 'fireside chat'** on Monday evening will be a chance to listen to and discuss the big issues for teacher education over a glass of wine.

The conference welcome will take place at the Victoria University campus with music accompaniment and the conference dinner will be held on Tuesday evening at the home of football in Victoria, the MCG. There will be many opportunities for enjoying collegial discussion, as well as what Melbourne is well known for - football, food and fun shopping through the various alleyways.

Thank you for coming to this conference and we hope you find it both worthwhile and enjoyable.

Kind regards

Bill Eckersley and Simone White (Co - Conference Convenors)

and Tania Aspland President of ATEA

We would like to specifically acknowledge the support of Professor Diane Mayer (Head of School of Education at Deakin University and Professor Tony Kruger, Head of School of Education at Victoria University for their combined intellectual work in preparing the joint Victoria ATEA submission and overall mapping of the conference themes.

We would also further like to acknowledge the support of Deakin, Monash and VU colleagues who assisted in work such as reviewing papers, program development and conference organisation.

**With thanks to**

Ruth Arber

Julie Arnold

Marie Brennan

Karen Chalmers

Kirsten Hutchinson

Jodie Kline

John Loughran

Daniel Marshall

Margaret Somerville

Jo Williams

## Sponsors

We sincerely appreciate the support of our sponsors and hope as ATEA members you are able to support them in return.

## Host Sponsors



## Major Sponsors



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## Trade Displays



## Keynote Speakers

We are delighted to have the involvement of our keynote speakers and hope you have the opportunity during the conference to meet them in person.



### **Professor Jean Murray**

Professor Jean Murray is the Research and Knowledge Exchange Leader in the Cass School of Education at the University of East London. Her research focuses on the sociological analysis of teacher education policies and practices in the UK and internationally. She has a particular interest in the identities and career trajectories of teacher educators as key agents in the field of teacher education.

Jean began her career in education by teaching in primary schools in Inner London for nine years. She then came into higher education, where she has taught on all levels of courses including under-graduate degrees, post-graduate certificates, Masters, EdD and PhD degrees. She has acted as educational consultant on teacher education and professional learning for national and international government organisations, including the Department for Education, ODA / DfID and the governments of Kenya and Indonesia. Her consultancy experience also includes working with numerous universities in the UK and across the world. She has given keynote addresses in many universities in the UK, as well as in countries as diverse as Trinidad, Indonesia, Kenya, Norway and the Netherlands.

Jean has now been an active member of the academic community in the UK over more than twenty years. She serves on the Research and Book Committees of the Society for Educational Studies as well as the Executive Board, chairs the BERA On-Line Resources Board and is an Associate Director of ESCalate / HEA. She is also the convenor of the largest Special Interest Group at BERA (Teacher Education and Development), a member of SFRE and a leading member of the UCET Research and Development Committee. She is an editorial board member of the British Journal of Educational Studies and the European Journal of Teacher Education. She also reviews for a wide range of educational journals (including BERJ, BJES, TaTE and Teachers and Teaching) and for book publishers (including SAGE and Routledge).



### **Associate Dean Jo-Anne Reid**

Jo-Anne Reid is Associate Dean, Teacher Education at Charles Sturt University and co-editor of the *Asia-Pacific Journal of Teacher Education*. As past president of AARE, and Vice President of WERA, the World Association of Research in Education, she is committed to the palce of research in teacher education more generally. She is currently working on a project aimed to promote teacher education for Rural and Regional Australia and an ALTC project looking at the assessment of graduate teacher standards related to ICT and community for Indigenous and Non-Indigenous preservice teachers. She began her career teaching Secondary English, and moved to the university sector as a literacy teacher educator, researching early literacy in the home-school transition, the history of English teaching, teacher education and public schooling, and the work of teachers promoting literacy and the environment. In addition, a strong focus on teacher education and social justice has led to research work on the experience of overseas-born and educated non-native English-speaking teachers, the career pathways of indigenous teachers, and teacher education for rural schooling.

## Provisional Program\*

(\*please note that this program is subject to change and only the presenting authors are acknowledged in this program – for a detailed list of the contributing authors please refer to the abstract)

### Day 1 – Sunday 3 July 2011

0930 **Pre-Conference Workshop led by Professor Simone White and Professor Jean Murray: Building the research careers of teacher educators (see website for registration) – Room 11.09**

1500 Workshop concludes

1600 **ATEA Executive Meeting – Room 10.48**

1600 Registration commences Victoria University: 300 Flinders Street, Melbourne Level 10

1800 Welcome at Victoria University- Flinders Street Campus **Room 9.15**

### Day 2 – Monday July 4, 2011

Main session room - Lecture Theatre: 11.01

0900 Welcome to Country **Aunty Faye Stewart-Muir (Boonwurrung Elder)**

0915 Welcome and opening remarks by Conference Co-convenors **Professor Simone White** (Monash University) and **Associate Professor Bill Eckersley** (Victoria University)

0930 **Keynote: Policy, Partnerships and the Valuation of Teacher Educators' Place in Teacher Education** Professor Jean Murray, University of East London

1030 **Panel response and discussion** – Chaired by **Professor Diane Mayer** (Deakin University)

**Jean Murray** University of East London, **Sue Willis** Monash University, **Tania Aspland**, University of Adelaide, **Toni Downes** Charles Sturt University

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1100 Morning Tea in Display Area on Level 10

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**CONCURRENT SESSIONS**

<b>ROOM</b>	<b>Room 11.01</b>	<b>Room 11.05</b>	<b>Room 11.10</b>	<b>Room 11.09</b>	<b>Room 11.07</b>
<b>CHAIR</b>					
1130	<i>The exploration of a pre-service teacher mentoring project</i> <b>Pauline Rogers</b> University of Ballarat	<i>Learning to teach internationally: what international teachers need to know</i> <b>Richard Bates</b> Deakin University	<i>Teacher Education Curriculum in Australia: Conceptual integrity or tick-box tactics?</i> <b>Tania Aspland</b> University of Adelaide	<i>Where to from here? Career choices of pre-service teachers undertaking a dual early childhood / primary qualification</i> <b>Elizabeth Rouse</b> Deakin University <b>Andrea Nolan</b> Victoria University	<p><b>Symposium</b> <i>Re-positioning 'place' and prof. Learning: An examination of teachers and teacher educators work in and for rural communities</i></p> <p><b>Paper 1</b> <i>Developing teachers' knowledge and pedagogical practices in reading in rural and mining communities</i> <b>Eileen Honan</b> University of Queensland</p> <p><b>Paper 2</b> <i>Inter-university partnerships to support the rural and regional practicum</i> <b>Josephine Ryan, Mellita Jones</b> Australian Catholic University <b>Caroline Walta</b> La Trobe University</p> <p><b>Paper 3</b> <i>Developing a conceptual framework for rural teacher education curriculum</i> <b>Simone White</b> Monash University <b>Jodie Kline</b> Deakin University <b>Wendy Hastings</b> Charles Sturt University <b>Graeme Lock</b></p>
1200	<i>Mentoring Perspectives among Supervising Teachers: Preliminary Australian data from the Mentoring Perspectives Inventory</i> <b>Wendy Nielsen</b> University of Wollongong	<i>Multiple perspectives on the value(s) of Australian teacher education: dialogical pedagogy for and by domestic and international students and staff members</i> <b>Henriette van Rensburg, Patrick Danaher &amp; Laurence Tamatea</b> University of Southern Queensland	<i>Teacher professional standards, accountability, and ideology: A critical review</i> <b>Katarina Tuinamuana</b> Australian Catholic University	<i>The role of the teacher in infant/toddler programs – does the infant/toddler practicum support 'Pathways' pre-service teachers to bridge the education and care divide?</i> <b>Elizabeth Rouse &amp; Anne-Marie Morrissey</b> Deakin University	
1230	<i>Partners in Education: The Teacher Education Done Differently (TEDD) Project</i> <b>Peter Hudson &amp; Sue Hudson</b> Queensland University of Technology	<i>"Hey, is this mic on?": Tales of a female African American international academic staff creating culturally responsive communication spaces for both pre-service teachers and self within an Australian University</i> <b>Denise Chapman</b> Australian Catholic University	<i>Social and Emotional Wellbeing in Teacher Graduate Standards</i> <b>Frida Hristofski</b> University of Western Sydney		

1300 Lunch in Display Area on Level 10

**CONCURRENT Roundtables**

ROOM	Room 11.01	Room 11.05	Room 11.010	11.09
1400	<p><i>"Fostered not Forced"</i>  <b>Laetitia Kilpatrick &amp; Myra Wearne</b>            North Sydney Demonstration School</p>	<p><i>Inter-university partnerships: Further research to support the rural and regional practicum</i>  <b>Josephine Ryan, Mellita Jones</b>            Australian Catholic University  <b>Caroline Walta</b>            La Trobe University</p>	<p><i>Ups and down in teaching: An exploratory study of teacher self-efficacy for arts education in the middle years of schooling</i>  <b>Susanne Garvis</b>            Griffith University</p>	<p><i>Analysing mentoring dialogues to understand how it affects a preservice teacher's reflective practices</i>  <b>Tracey Sempowicz &amp; Peter Hudson</b>            Queensland University of Technology</p>

**CONCURRENT SESSIONS**

ROOM	Room 11.01	Room 11.05	Room 11.10	Room 11.09	Room 11.07
<b>CHAIR</b>					
1430	<p><i>The how and the why of it: what are the essential elements in a quality Indigenous teacher education program in Australia?</i>  <b>Melodie Bat</b>            Batchelor Institute</p>	<p><i>Mathematics for initial teacher education students (MITES): Developing self efficacy and competence in mathematics and teaching mathematics</i>  <b>Beverley Moriarty</b>            Charles Sturt University</p>	<p><i>'I felt like I saw myself reflected in an institution for the first time': making academic and personal learning in teacher education visible through an e-portfolio. A case study of a pre-service teacher</i>  <b>Leigh Burrows</b>            Flinders University</p>	<p><i>A message from both sides: sharing learning across school and university</i>  <b>Maryann Brown</b>            University of Ballarat</p>	<p><b>Symposium</b>  <i>More powerful than a Speeding Locomotive: Creating new practices of site-based teacher education</i></p> <p><b>Paper 1</b>  <i>Establishing and researching site-based teacher education</i>  <b>Bill Eckersley</b>            Victoria University  <b>Merryn Davies</b>            University of Melbourne  <b>Simon Taylor</b>            Victoria University</p> <p><b>Paper 2</b>  <i>Exploring the practicalities of site-based teacher education</i>  <b>Chris Mooney, Romina</b></p>
1500	<p><i>Valuing indigenous teachers – why can't you hear us?</i>  <b>Bruce Underwood</b>            University of South Australia</p>	<p><i>School partnerships to enhance science teacher education</i>  <b>Mellita Jones</b>            Australian Catholic University</p>	<p><i>Teacher education students' understanding of classroom pedagogical practices</i>  <b>Kylie Bradfield &amp; Denise Beutel</b>            Queensland University of Technology</p>	<p><i>Why do teachers leave the profession? We keep asking the question, but are we noticing the answers?</i>  <b>Misty Adoniou</b>            University of Canberra</p>	
1530	<p><i>What's going on out there? Teacher</i></p>	<p><i>Developing cross disciplinary practice:</i></p>	<p><i>'Stepping back' to understand learning: Pre-</i></p>	<p><i>A career that matters: Learning from an older</i></p>	



<i>experiences in isolated schools – lessons for teacher educators</i> <b>Graeme Lock &amp; Fiona Budgen</b> Edith Cowan University	<i>preparing pre teachers and social work students for cross disciplinary collaborative approaches to student wellbeing</i> <b>Doris Testa</b> Victoria University	<i>service teachers' perspectives on their learning through authentic experiences in professional settings</i> <b>Jenene Burke &amp; Jill Wheatland</b> University of Ballarat	<i>generation of teachers</i> <b>Tracey Borg, Ninetta Santoro &amp; Marilyn Pietsch</b> Charles Sturt University	<b>Pimpini, Allison Jenner &amp; Rachel Grima</b>  <b>Paper 3</b> <i>Pushing forward by theorising site-based teacher education</i> <b>Neil Hooley</b> Victoria University
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1600 Afternoon Tea in Display Area on Level 10

### CONCURRENT SESSIONS

ROOM	Room 11.01	Room 11.05	Room 11.09	Room 11.07
<b>CHAIR</b>				
1630	<i>Reconceptualising teacher education through community partnerships: continuing the conversation</i> <b>Marie Brennan</b> Victoria University <b>Faye McCallum &amp; Briony Carter</b> University of South Australia	<i>Inquiry into the teaching practice: An ontological-Epistemological discourse</i> <b>Ahmad Samarji</b> Victoria University	<i>3D approach to undergraduate English teacher education</i> <b>Margaret Zeegers</b> University of Ballarat	<b>Symposium</b> <i>Investigating the effectiveness of teacher education for early career teachers in diverse settings: A longitudinal study</i>  <b>Paper 1</b> <i>Research on teacher education: The research we have to have</i> <b>Diane Mayer, Andrea Allard &amp; Richard Bates</b> Deakin University  <b>Paper 2</b> <i>Investigating the effectiveness of teacher education: The current Australian policy context</i> <b>Brenton Doecke, Alex Kostogriz, Diane Mayer &amp; Richard Bates</b> Deakin University  <b>Paper 3</b> <i>Researching teacher education: An iterative research design</i> <b>Leonie Rowan &amp; Claire Wyatt-Smith</b>
1700	<i>Place, community and new teachers workplace learning: the implications for teacher education</i> <b>Margaret Somerville</b> Monash University	<i>Poisonous transformations? A teacher educator's perspective</i> <b>Pauline Taylor</b> James Cook University	<i>Shifting the focus in teacher education: Foregrounding the value of teacher/student relationships</i> <b>Michael Dyson &amp; Margaret Plunkett</b> Monash University	
1730	<i>Digital oral feedback on pre-service teachers' written assignments as professional learning for teacher educators</i> <b>Glenn Auld &amp; Avis Ridgeway</b> Monash University	<i>Mapping and engaging the epistemic dimension of pre-service teachers' identity</i> <b>Raoul Adam</b> James Cook University	<i>What comes first? The chicken or the egg? Exploring the connection between cordial relationships and genuine learning relationships in the practicum context</i> <b>Marion Sanders</b> Bethlehem Tertiary Institute	

				<p>Griffith University</p> <p><b>Paper 4</b>  <i>Researching teacher education:  Working with industry partners</i>  <b>Bernadette Walker-Gibbs</b>  Deakin University,  <b>Ruth Newton</b>  Victorian Institute of Teaching  <b>Simone White</b>  Monash University</p>
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1800 Fireside Chat & Drinks – **Teacher Education and the big issues – Room 11.00**  
**Toni Downes**, Charles Sturt University, **Tania Aspland** University of Adelaide, **Graeme Hall** Australian Institute for Teaching and School Leadership (AITSL), **Joanne Reid** Charles Sturt University, **Marie Brennan** Victoria University

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## Day 3 – Tuesday July 5, 2011

Main session room - Lecture Theatre: 11.01

0915 Conference Co-convenors **Professor Simone White** (Monash University) and **Associate Professor Bill Eckersley** (Victoria University)

0930 **Keynote: A Practice Turn for Teacher Education?** **Professor Jo-Anne Reid**, Charles Sturt University

1030 Morning Tea in Display Area on Level 10

### CONCURRENT SESSIONS

ROOM	Room 11.01	Room 11.05	Room 11.10	Room 11.09	Room 11.07
<b>CHAIR</b>					
1100	<i>The sustainability of collaborative professional learning in primary schools</i> <b>Lorraine Beveridge</b> University of Newcastle	<i>Re-designing a first year teacher education community service-learning subject using constructive alignment</i> <b>Sharn Donnison</b> University of Sunshine Coast <b>Debra Edwards</b> La Trobe University	<i>Innovative approaches to Developing Pre-service students understanding and competencies linked to the revised national safe school framework</i> <b>Helen McGrath &amp; Claire Spicer</b> Deakin University	<i>Meeting the needs of cultural diversity</i> <b>Kate Keeley</b> University of Sydney <b>Amanda Myer, Arey Dasaklis &amp; Karen McGregor</b> Birrong BHS	<p><b>Symposium</b> <i>Building effective school-university partnerships for a quality teacher workforce</i></p> <p><b>Paper 1</b> <i>Building an effective school-university partnership: A cluster approach</i> <b>Simone White</b> Monash University</p> <p><b>Paper 2</b> <i>A snap-shot of the "Ethnographic Week": Introducing students to a cluster approach</i> <b>Ingrid Galitis, Kirsten Hutchinson</b> Deakin University</p> <p><b>Paper 3</b> <i>Possibilities and practical challenges of building and sustaining school-university partnerships: where to from here?</i> <b>Andrea Allard</b> Deakin University</p>
1130	<i>Evidence based teacher education: what could this mean and could it be a good thing?</i> <b>Gordon Brown</b> University of Wollongong	<i>Preparing PreService Teachers to Teach Sexuality Education in the Middle Years: Barriers and Enablers</i> <b>Lyn Harrison &amp; Debbie Ollis</b> Deakin University	<i>An investigation into effective teaching and learning approaches that enhance student attendance and participation in on-campus lectures and tutorials</i> <b>Helen McGrath</b> Deakin University	<i>Problematising perspectives on partnerships: A critical review of a successful partnership</i> <b>Trina Jackson &amp; Helen Hooper</b> James Cook University	
1200	<i>The Beginning Teaching Experience: A Study of the Changing Career Expectations and Required Competencies of Beginning Teachers</i> <b>Michelle Hinds, John Williamson &amp; Christine Gardner</b>	<i>Psychotropic medication in the classroom: How should teacher education students be informed about this complex dilemma?</i> <b>Brian Kean</b> Southern Cross University		<i>Promoting self examination in initial teacher education: A review of learning of eleven students</i> <b>Masahiro Saito</b> Asahikawa University	

	University of Tasmania				<b>Judy Benney</b> Maroondah Secondary College
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1230 Lunch in Display Area on Level 10

### CONCURRENT SESSIONS

ROOM	Room 11.01	Room 11.05	Room 11.10	Room 11.09	Room 11.07
<b>CHAIR</b>					
1330	<i>The human price of the new economy for todays' teacher educators</i> <b>Dianne Cullen &amp; Rosemary Williams</b> Australian Catholic University	<i>Connecting theory and practice: a model of clinical practice for a school based teacher educator</i> <b>Rhonda Di Biase</b> University of Melbourne	<i>Perspectives on transitioning to practice: Pre-service teachers perspectives of their preparedness to teach</i> <b>Leanne Crosswell &amp; Denise Beutel</b> Queensland University of Technology	<i>Funds of Knowledge for Teaching: Homework Tutoring as Situated Practice for Pre-service Teachers</i> <b>Kirsten Hutchison</b> Deakin University	<b>Symposium</b> <i>Teacher education as Study of Teaching: towards a research framework for practice</i>  <b>Paper 1</b> <i>Teacher education as Study of Teaching: researching practice</i>  <b>Jo-Anne Reid, Christine Edwards-Groves, Mun Yee Lai &amp; Tracey Borg</b> Charles Sturt University  <b>Paper 2</b> <i>Nurturing resilience in first year preservice teachers: feeding (back) for professional growth</i> <b>Graham Daniel, Greg Auhl &amp; Wendy Hastings</b> Charles Sturt University  <b>Paper 3</b> <i>Identity and image in initial teacher education: looks like, sounds like, feels like...</i> <b>Marilyn Pietsch, Donna Mathewson-Mitchell, Lesley Stoneman &amp; Jo-Anne</b>
1400	<i>(De)valuing partnerships in contemporary teacher education: lessons from four Australian universities</i> <b>Lindsay Parry</b> James Cook University <b>Bobby Harreveld</b> CQ University <b>Patrick Danaher</b> University of Southern Queensland	<i>Partnerships between universities and schools matter to teachers</i> <b>Debbie Neal</b> La Trobe University	<i>Improving Success in Field Experience</i> <b>Leanne Crosswell &amp; Nan Bahr</b>  Queensland University of Technology	<i>Culturally-inclusive and bewildering experiences in the practicum: international teacher education students' perspectives</i> <b>Julie Dyer &amp; Andrea Allard</b> Deakin University	
1430	<i>In search of evidence: teacher Education's wicked problem in an age of accountability</i> <b>Kylie Readman &amp; Sharon Hogan</b> University of Sunshine Coast		<i>Dismantling borders and boundaries: Capturing the Perspectives of the 'Other'</i> <b>Helen Hooper, &amp; Trina Jackson</b> James Cook University		

					Reid Charles Sturt University
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1500 Afternoon Tea in Display Area on Level 10

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1530- 1630 ATEA AGM

1830 Pre-Dinner Drinks and Conference Dinner – MCG Members Room  
 Dinner MC **Bill Eckersley & Jo Williams**  
 ATEA and Pearson Awards, (Awarded by Professor Nan Bahr)

**Day 4 – Wednesday July 6, 2011**

**CONCURRENT SESSIONS**

<b>ROOM</b>	<b>Room 11.01</b>	<b>Room 11.05</b>	<b>Room 11.10</b>	<b>Room 11.09</b>	<b>Room 11.07</b>
<b>CHAIR</b>					
0930	<i>Virtual teaching for professional experience: A case study of a professional community of practice in a small rural school</i> <b>Maxine Cooper</b> University of Ballarat	<i>Foundations in the National Curriculum – What’s in a name?</i> <b>Wendy Goff</b> Monash University	<i>Creating and sustaining professional learning partnerships: Activity Theory as analytic tool</i> <b>Di Bloomfield</b> University of Sydney	<i>Implementing first year curriculum principles in university programs: a pedagogical and political opportunity for the field of teacher education</i> <b>Graham Daniel</b> Charles Sturt University	<i>Teacher education research and Innovation in Australia: Building bridges to educational research in Australia</i> <b>Wendy Nielsen</b> University of Wollongong
1000	<i>ideasLAB: Exploring New Possibilities</i> <i>ideasLAB aims to challenge the way we think about learning and teaching, and find new ways to take technology into the classroom</i> <b>Bruce Dixon</b> ideasLAB	<i>I can’t sing and I’m tone deaf: Restoring generalist primary teachers’ confidence in teaching music</i> <b>Marilyn Pietsch</b> Charles Sturt University	<i>Frameworks of practice: Using theories of practice to investigate teaching and teacher education</i> <b>Donna Mathewson Mitchell</b> Charles Sturt University	<i>Facilitating preservice teacher engagement with rural and remote school communities through the Over the Hill project</i> <b>Denise Beutel</b> Queensland University of Technology	
1030	<i>Listening to pictures looking for voices a study in the utilisation of a model to give voice to the aboriginal assistant teacher</i> <b>Christina Walta</b> RMIT University	<i>CULTURE SHACK: Advancing intercultural arts pathways in Australian education</i> <b>Anne Harris &amp; Mary-Rose McLaren</b> Victoria University	<i>Innovation Showcase</i> <i>csuPRAC (Programming, Relationships and Communication) in pre-service teacher education</i> <b>Jane Mitchell, Denise Wood &amp; Rhonda Hoare</b> Charles Sturt University	<i>A comparative analysis of the retention and success of selected students from targeted partner schools entering undergraduate teacher education by an alternative entry pathway at ECU 2007-2010</i> <b>Kevin Pilkington &amp; Graeme Lock</b> Edith Cowan University	

1100 Morning Tea in Display Area on Level 10

## CONCURRENT SESSIONS

ROOM	Room 11.01	Room 11.05	Room 11.10	Room 11.09	Room 11.07
CHAIR					
1130	<p><i>Coaching partnerships for improving literacy achievement in low SES primary schools</i>  <b>Jenny Barnett</b>                      University of South Australia</p>	<p><i>Group work assessment design to facilitate task, group and relationship processes</i>  <b>Katherine Main</b>                      Griffith University</p>	<p><i>School Co-ordinators: Essential Partners for Quality Professional Experiences</i>  <b>Rosie Le Cornu</b>                      University of South Australia</p>	<p><i>A creative and connected pedagogy for preservice teacher learning</i>  <b>Mia O'Brien</b>                      University of Queensland</p>	<p><i>Developing and Australianising a shared research agenda in teacher education: Working from the AERA Panel Report on research in teacher education</i>  <b>Marie Brennan</b>                      Victoria University</p>
1200	<p><i>A school based co-ordination and delivery model of remote indigenous Teacher Education</i>  <b>Lisa Hall</b>                      Ntaria School</p>	<p><i>Online interaction: Navigating 'third spaces' in Elluminate Live</i>  <b>Jennifer Elsdon-Clifton</b>                      RMIT University</p>	<p><i>Balancing State initiatives in the preparation of quality teachers within the emerging context of national accreditation</i>  <b>Ros Capeness</b>                      Queensland College of Teachers</p>	<p><i>Futures perspectives: The complexities in developing teachers for multiple futures</i>  <b>Debra Bateman</b>                      Deakin University</p>	
1230	<p><i>Pre-service teachers' understanding and concerns for sustainability issues: Implications for teacher education</i>  <b>Louisa Tomas</b>                      James Cook University</p>		<p><i>Developing professional learning partnerships to improve the assessment of pre-service students during the practicum</i>  <b>Cheryl Sim</b>                      Griffith University  <b>Andrea Allard</b>                      Deakin University  <b>Simone White</b>                      Monash University  <b>Rosie Le Corny &amp; Briony Carter</b>                      University of South Australia</p>		

1300 Lunch in Display Area on Level 10

Main session room - Lecture Theatre: 11.01

1400 Closing Session  
 2012 Conference Promotion

1500 Conference concludes

**Thursday July 7, 2011**

**Victorian Pre-service Teacher Education Research Colloquium**

The Research Branch of the Victorian Department of Education and Early Childhood Education (DEECD) would like to extend an invitation to Australian Teacher Education Association Conference delegates to attend the Victorian Pre-service Teacher Education Research Colloquium on Thursday 7 July. The Colloquium will be held at 2 Treasury Place, East Melbourne from 9am – 2pm.

This event builds on discussions between the Department and teacher educators around what the future education workforce will look like, and how best to prepare teachers for contemporary schooling in Victoria. Several research projects were seed-funded by the Department in 2010, and this Colloquium provides an opportunity to share findings amongst a broad audience.

Due to limited seats, RSVP will be essential for this event. For more information, or to register your interest, please contact Onagh Bishop at [bishop.onagh.g@edumail.vic.gov.au](mailto:bishop.onagh.g@edumail.vic.gov.au).

**Onagh Bishop | Research and Policy Officer | Education Policy and Research Division**

Department of Education and Early Childhood Development  
Level 3, 33 St Andrews Place, Melbourne VIC 3001

T: 03 9947 1856| F: 03 9637 2170

E: [bishop.onagh.g@edumail.vic.gov.au](mailto:bishop.onagh.g@edumail.vic.gov.au)



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Daily morning and afternoon teas and lunches are included for delegates. These will all be served on level 9 of Victoria University.

### Sunday 3 July 2011

#### Welcome Reception

6.00pm – 8.30pm

Victoria University – Room 9.15

After registering for the Conference, join us for drinks and canapés at the Victoria University (Flinders Street Campus). The Welcome Reception will be a great opportunity to network with new and old friends.

The Welcome Reception is included registrants. Dress: Smart Casual

### Tuesday 5 July 2011

#### Conference Dinner

6.30pm – 11.30pm

Melbourne Cricket Ground

Brunton Avenue, Richmond Melbourne

Enjoy an evening of fine food, wine and networking with colleagues in a relaxed setting at Australia's most famous, historical sporting venue; the Melbourne Cricket Ground. After joining us for pre-dinner drinks, take your seat for a sumptuous three-course meal including entertainment and awards presentations. Dress is smart casual.

The Conference Dinner is not included for registrants – tickets can be purchased for \$95.00 per ticket.

Please note that the conference dinner is a ticketed function so you will need to have your ticket with you.

#### Getting to the MCG

##### Metropolitan Trams (Yarra Trams) - Route 75 – City (Spencer St) to Vermont South

##### Departing from Flinders St

Stop 4: Elizabeth St/Flinders St (Melbourne City)	5.24pm	5.32pm	5.40pm	5.48pm	5.56pm	6.04pm	6.13pm
Stop 11: Clarendon St/Wellington Pde (East Melbourne)	5.33pm	5.40pm	5.49pm	5.57pm	5.05pm	6.13pm	6.22pm

##### Departing from MCG (Clarendon St/Wellington Pde)

Stop 11: Clarendon St/Wellington Pde (East Melbourne)	9.47pm	10.05pm	10.25pm	10.45pm	11.05pm	11.25pm	11.46pm
Stop 4: Elizabeth St/Flinders St (Melbourne City)	9.54pm	10.12pm	10.32pm	10.52pm	11.12pm	11.32pm	11.53pm

#### MCG Pre-Dinner Corporate Tour

5.45pm – 6.30pm

Melbourne Cricket Ground

Brunton Avenue, Richmond Melbourne

Come along and relive your favourite sporting moments through a Pre-Dinner Corporate Tour of the fully accredited sports heritage complex, the Melbourne Cricket Ground.

This corporate tour, which takes approximately 45 minutes to complete, will take you down on to the ground itself, through the change rooms and up through the historical areas of the Stadium, including the Long Room. For all those sporting fanatics amongst us, this tour promises a truly memorable experience!

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328 Flinders Street  
Melbourne, VIC, 3000  
Tel: (03) 9250 1888

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88 Flinders Street  
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Various business services are available from the accommodation venues. Please note there will be a fee for these services.

### Clothes and Climate

Melbourne experiences cold winters. Temperatures will typically reach 14°C during the day and fall to approximately 7°C at night. A jacket is suggested for the conference session rooms and evenings.

### Conference Proceedings

This year the conference proceedings will be published on the ATEA website after the conference. You will receive an email after the conference on when and how to access the proceedings.

### Conference Registration

Registration will be at the conference registration desk located on level 10 of Victoria University and will be open during the following times:

Sunday 3 July	4.00pm – 6.30pm	Tuesday 5 July	8.45am – 4.30pm
Monday 4 July	8.30am – 6.00pm	Wednesday 6 July	9.00am – 3.00pm

### Conference Venue

Victoria University  
Flinders Street Campus  
300 Flinders Street  
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### Disclaimer

All information in the Conference Handbook is correct at the time of printing. The Organising Committee and Conference Manager reserve the right to alter the Program in the event of unforeseen circumstances.

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**KEYNOTE  
ABSTRACTS**  
(in alphabetical order)

## **Policy, Partnerships and the Valuation of Teacher Educators' Place in Teacher Education**

Professor Jean Murray

### **Brief of Presentation:**

Across the world 'reforming' teacher education has been seen as a powerful lever for bringing about change in school systems. Yet, in the plethora of policy analyses of teacher education produced over recent years, the work of teacher educators in creating and implementing high quality teaching programmes for intending teachers is often over-looked. And teacher educators in general remain an under-researched and poorly understood occupational group (Zeichner, 2006). This seems an odd situation, not least because recent reports on the clear links between teacher quality, teaching and pupil learning in schools (Barber & Mourshed, 2007) surely underline the centrality of all educators in the programmes they teach? That teacher education should be the subject of such sustained attention from policy makers and researchers without accompanying consideration of teacher educators, as the professional group with responsibility for many aspects of the programmes, seems then not a little curious.

This presentation starts from the understanding that teacher educators are a vital part of teacher education, and that analysing the nature of their work, knowledge and identities is important. It will draw on research from across the world to consider how and why our occupational group is positioned by the combined effects of government policies and the discourses and practices found in Higher Education and schooling. The presentation will look at how these discourses, including often hegemonic ideas of partnership, have often positioned teacher educators as a group which has 'low visibility' and lack of academic credibility within the university sector. In particular, the presentation will focus on research-capacity building in and on teacher education, drawing on analysis of initiatives such as the Teacher Education Research Network (TERN), and the New Teacher Educator induction programme in the UK.

## **A Practice Turn for Teacher Education?**

Professor Jo-Anne Reid

### **Brief of Presentation**

In this address I explore and examine the concept of practice in pre-service teacher education to ask if there are ways to re-conceive professional practice and professional experience alike, outside of the now dominant 'days in schools' model that has become the major means for us to provide preservice (student) teachers with the opportunity to actually study the act of teaching and the actions involved in the practice of their profession. Drawing on the work of Grossman (2008, 2009), Kemmis (2008, 2009) and Green (2009), I explore the possibility of an integrated, cross-curriculum attempt to move toward a pedagogy of enactment in pre-service teacher education, with focus on an ethic of professional identity, engaged commitment and collegial activity as professionals.

Within the Research Institute for Professional Practice, Learning and Education [RIPPLE] at Charles Sturt University, teacher education researchers have been quick to respond to the opportunities created by what is known as 'the practice turn in contemporary theory' (Schatzki, 2001) that increasingly characterises social research across disciplines around the globe. We are working, together, and in parallel, to explore ways in which we can take up the affordances of renewed attention to theories of practice in professional (teacher) education. Our aim is to build new theories of teacher education practice that can sustain us as we interact within and around contemporary higher education and school education policy and regulatory frameworks. While these may work to constrain and delineate teacher education curriculum decisions, they also delineate the social and interpersonal parameters of the field within which we operate as teacher educators in universities today.

# **ABSTRACTS**

(in alphabetical order)



<b>Presenter/s</b>	<b>Abstract Title</b>
Raoul Adam	Mapping and Engaging the Epistemic Dimension of Pre-Service Teachers' Identity
Misty Adoniou	Why do teachers leave the profession? We keep asking the question, but are we noticing the answer?
Andrea Allard, Judith Benny, Mary Dixon, Ingrid Galitis, Kirsten Hutchison, Jodie Kline, Jill Loughlin, Diane Mayer, Simone White & Elvira Vacirca	Symposium: Building effective school-university partnerships for a quality teacher workforce
Mary Dixon, Jodie Kline, Diane Mayer & Simone White	Paper 1: Building an effective school-university partnership: A cluster approach
Ingrid Galitis, Kirsten Hutchison & Jill Loughlin	Paper 2: A snap-shot of the "Ethnographic Week": Introducing students to a cluster approach
Andrea Allard & Judith Benney	Paper 3: Possibilities and practical challenges of building and sustaining school-university partnerships: where to from here?
Tania Aspland	Teacher Education Curriculum in Australia: Conceptual integrity or tick-box tactics?
Glenn Auld & Avis Ridgeway	Digital oral feedback on pre-service teachers' written assignments as professional learning for teacher educators
Jenny Barnett	Coaching partnerships for improving literacy achievement in low SES primary schools
Melodie Bat	The how and the why of it: what are the essential elements in a quality Indigenous teacher education program in Australia?
Debra Bateman	Futures perspectives: The complexities in developing teachers for multiple futures
Richard Bates	Learning to teach internationally: what international teachers need to know
Denise Beutel	Facilitating preservice teacher engagement with rural and remote school communities through the Over the Hill project
Lorraine Beveridge	The sustainability of collaborative professional learning in primary schools
Di Bloomfield	Creating and Sustaining Professional Learning Communities: Activity Theory as an analytic tool.
Tracey Borg, Ninetta Santoro & Marilyn Pietsch	A Career that matters: Learning from an older generation of teachers
Kylie Bradfield & Denise Beutel	Teacher education students' understanding of classroom pedagogical practices
Marie Brennan, Faye McCallum & Briony Carter	Reconceptualising teacher education through community partnerships: continuing the conversation
Marie Brennan & Lew Zipin	Developing and Australianising a shared research agenda in teacher education: Working from the AERA Panel report on research on teacher education
Gordon Brown	Evidence-based teacher education: what could this mean and could it be a good thing?
Maryann Brown	A message from both sides: sharing learning across school and university
Jenene Burke & Jill Wheatland	'Stepping back' to understand learning: Pre-service teachers' perspectives on their learning through authentic experiences in professional settings

Leigh Burrows	'I felt like I saw myself reflected in an institution for the first time': making academic and personal learning in teacher education visible through an e-portfolio. A case study of a pre-service teacher.
Ros Capeness	Balancing state initiatives in the preparation of quality teachers within the emerging context of national accreditation.
Yvonne Carnellor & Tracy Treasure	Social emotional learning in higher education
Yvonne Carnellor & Tracy Treasure	"Real Science" in early childhood education: Scientists working with early childhood pre-service teachers
Denise Chapman	Hey, is this mic on': Tales of a female African American international academic staff creating culturally responsive communication spaces for both pre-service teachers and self within an Australian university.
Maxine Cooper	Virtual teaching for professional experience: A case study of a professional community of practice in a small rural school.
Leanne Crosswell & Denise Beutel	Perspectives on transitioning to practice: Pre-service teachers perspectives of their preparedness to teach
Leanne Crosswell & Nan Bahr	Improving Success in Field Experience
Dianne Cullen & Rosemary Williams	The human price of the new economy for today's teacher educators
Patrick Danaher & Lindsay Parry, Ren Yi & R. E. (Bobby) Harreveld	(De)valuing partnerships in contemporary teacher education: lessons from four Australian universities
Patrick Danaher & Henriette van Rensburg, & Laurence Tamatea	Multiple perspectives on the value(s) of Australian teacher education: dialogical pedagogy for and by domestic and international students and staff members
Graham Daniel	Implementing first year curriculum principles in university programs: A pedagogical and political opportunity for the field of teacher education
Rhonda Di Biase	Connecting theory and practice: a model of clinical practice for a school-based teacher educator
Sharn Donnison & Debra Edwards	Re-designing a first year teacher education community service-learning subject using constructive alignment
Julie Dyer & Andrea Allard	Culturally-inclusive and bewildering experiences in the practicum: international teacher education students' perspectives.
Michael Dyson & Margaret Plunkett	Shifting the focus in teacher education: Foregrounding the value of teacher/student relationships
Bill Eckersley & Merryn Davies	Symposium: More Powerful than a Speeding Locomotive: Creating new practices of site-based teacher education
Bill Eckersley, Merryn Davies & Simon Taylor	Paper 1: Establishing and researching site-based teacher education
Chris Mooney, Romina Pimpini, Allison Jenner & Rachel Grima	Paper 2: Exploring the practicalities of site-based teacher education
Neil Hooley	Paper 3: Pushing forward by theorising site-based teacher education
Jennifer Elsdon-Clifton	Online interaction: Navigating 'third spaces' in Elluminate Live
Christine Gardner, Michelle Hinds & John Williamson	The Beginning Teaching Experience: A Study of the Changing Career Expectations and Required Competencies of Beginning Teachers

Susanne Garvis	Ups and down in teaching: An exploratory study of teacher self-efficacy for arts education in the middle years of schooling
Wendy Goff	'Foundations' in the National Curriculum - What's in a name?
Lisa Hall	A School based co-ordination and delivery model of remote Indigenous Teacher Education
Anne Harris & Mary-Rose McLaren	CULTURE SHACK: Advancing intercultural arts pathways in Australian education
Lyn Harrison & Debbie Ollis	Preparing PreService Teachers to Teach Sexuality Education in the Middle Years: Barriers and Enablers.
Eileen Honan, Josephine Ryan, Simone White, Jodie Kline, Wendy Hastings & Graeme Lock	Symposium: Re-positioning 'place' and professional learning: An examination of teachers' and teacher educators' work in and for rural communities
Eileen Honan	Paper 1: Developing teachers' knowledge and pedagogical practices in reading in rural and mining communities
Josephine Ryan, Mellita Jones & Caroline Walta	Paper 2: Inter-university partnerships to support the rural and regional practicum
Simone White, Jodie Kline, Wendy Hastings & Graeme Lock	Paper 3: Developing a conceptual framework for rural teacher education curriculum
Helen Hooper & Trina Jackson	Dismantling borders and boundaries: Capturing the Perspectives of the 'Other'
Frida Hristofski	Social and Emotional Wellbeing in Teacher Graduate Standards.
Peter Hudson & Sue Hudson	Partners in Education: The Teacher Education Done Differently (TEDD) Project
Kirsten Hutchison	Funds of Knowledge for Teaching: Homework Tutoring as Situated Practice for Pre-service Teachers
Trina Jackson & Helen Hooper	Problematizing perspectives on partnerships: A critical review of a successful partnership
Mellita Jones	School Partnerships to Enhance Science Teacher Education
Brian Kean	Psychotropic medication in the classroom: How should teacher education students be informed about this complex dilemma?
Kate Keeley, Arey Dasaklis, Amanda Mayer & Karen McGregor	Meeting the Needs of Cultural Diversity
Laetitia Kilpatrick & Myra Wearne	'Fostered not Forced'
Rosie Le Cornu	School Co-ordinators: Essential Partners for Quality Professional Experiences
Graeme Lock & Fiona Budgen	What's going on out there? Teacher experiences in isolated schools – lessons for teacher educators.
Katherine Main	Group work assessment design to facilitate task, group and relationship processes
Donna Mathewson Mitchell	Frameworks of practice: Using theories of practice to investigate teaching and teacher education

Diane Mayer, Andrea Allard, Richard Bates, Mary Dixon, Brenton Doecke, Alex Kostogriz, Bernadette Walker-Gibbs, Simone White, Leonie Rowan, Claire Wyatt-Smith	Symposium: Investigating the effectiveness of teacher education for early career teachers in diverse settings: A longitudinal study
Diane Mayer, Andrea Allard & Richard Bates	Paper 1 - Research on teacher education: The research we have to have
Brenton Doerke, Alex Kostogriz, Diane Mayer & Richard Bates	Paper 2 - Investigating the effectiveness of teacher education: The current Australian policy context.
Mary Dixon , Leonie Rowan & Claire Wyatt-Smith	Paper 3 – Researching teacher education: An iterative research design
Bernadette Walker-Gibbs & Simone White	Paper 4 – Researching teacher education: Working with industry partners
Helen McGrath	An Investigation into Effective Teaching and Learning Approaches That Enhance Student Attendance and Participation in On-Campus Lectures and Tutorials
Helen McGrath & Claire Spicer	Innovative Approaches to Developing Pre-service Students' Understanding and Competencies linked to the Revised National Safe Schools Framework
Jane Mitchell, Denise Wood & Rhonda Hoare	csuPRAC [Programming, Relationships And Communication] in pre-service teacher education
Beverley Moriarty	Mathematics for Initial Teacher Education Students (MITES): Developing self-efficacy and competence in Mathematics and teaching Mathematics
Debbie Neal	Partnerships between universities and schools matter to teachers
Wendy Nielsen	Teacher Education Research and Innovation in Australia: Building Bridges to Educational Research in Australia
Wendy Nielsen	Mentoring Perspectives among Supervising Teachers: Preliminary Australian data from the Mentoring Perspectives Inventory
Mia O'Brien	A creative and connected pedagogy for preservice teacher learning
Marilyn Pietsch	"I can't sing and I'm tone deaf": Restoring generalist primary teachers' confidence in teaching music
Kevin Pilkington & Graeme Lock	A comparative analysis of the retention and success of selected students from targeted partner schools entering undergraduate teacher education by an alternative entry pathway at ECU 2007-2010
Kylie Readman & Sharon Hogan	In Search of Evidence: Teacher Education's wicked problem in an age of accountability
Jo-Anne Reid, Christine Edwards-Groves, Mun Yee Lai, Tracey Borg, Graham Daniel, Greg Auhl, Wendy Hastings, Marilyn Pietsch, Donna Matthewson-Mitchell, Lesley Stoneman	Sumposium: Teacher education as Study of Teaching: towards a research framework for practice
Jo-Anne Reid, Christine Edwards-Groves, Mun Yee Lai & Tracey Borg	Paper 1: Teacher education as Study of Teaching: researching practice

Graham Daniel, Greg Auhl & Wendy Hastings	Paper 2: Nurturing resilience in first year preservice teachers: feeding (back) for professional growth
Marilyn Pietsch, Donna Matthewson-Mitchell, Lesley Stoneman & Jo-Anne Reid	Paper 3: Identity and image in initial teacher education: looks like, sounds like, feels like...
Pauline Rogers	The exploration of a Pre-service teacher mentoring project
Elizabeth Rouse & Andrea Nolan	Where to from here? Career choices of pre-service teachers undertaking a dual early childhood / primary qualification
Elizabeth Rouse & Anne-Marie Morrissey	The role of the teacher in infant/toddler programs – does the infant/toddler practicum support 'Pathways' pre-service teachers to bridge the education and care divide?
Josephine Ryan, Mellita Jones & Caroline Walta	Inter-university partnerships: Further research to support the rural and regional practicum
Masahiro Saito	Promoting Self- Examination in Initial Teacher Education: A Review of Learning of Eleven Students
Ahmad Samarji , Tony Kruger & Neil Hooley	Inquiry into the Teaching Practice: An Ontological-Epistemological Discourse
Marion Sanders	What comes first? The chicken or the egg? Exploring the connection between cordial relationships and genuine learning relationships in the practicum context
Tracey Sempowicz & Peter Hudson	Analysing mentoring dialogues to understand how it affects a preservice teacher's reflective practices
Cheryl Sim, Andrea Allard, Simone White, Rosie le Cornu & Briony Carter	Developing professional learning partnerships to improve the assessment of pre-service students during the practicum
Margaret Somerville	Place, community, and new teachers' workplace learning: the implications for teacher education
Pauline Taylor	Poisonous transformations? A teacher educator's perspective
Doris Testa	Developing cross-disciplinary practice: preparing pre teachers and social work students for cross-disciplinary collaborative approaches to student wellbeing
Louisa Tomas	Pre-service teachers' understanding and concerns for sustainability issues: Implications for teacher education
Katarina Tuinamuana	Teacher professional standards, accountability, and ideology: A critical review
Bruce Underwood	Valuing Indigenous Teachers - Why can't you hear us?
Christina Walta	'Listening to pictures looking for voices' a study in the utilization of a model to give voice to the Aboriginal assistant teacher
Margaret Zeegers	3D approach to undergraduate English teacher education

## *Mapping and Engaging the Epistemic Dimension of Pre-Service Teachers' Identity*

Raoul Adam

James Cook University

Email: [Raoul.Adam@jcu.edu.au](mailto:Raoul.Adam@jcu.edu.au)

Presentation format: Paper Presentation

A teacher's personal epistemology (i.e., their way of knowing) exerts a powerful influence on their ability to perceive and engage the diversity and complexity of educational environments. Understandably, the relationship between a teacher's epistemology and their pedagogical identity is receiving an increasing amount of attention in educational research (e.g. Bendixen & Feucht, 2010; Khine, 2008).

This paper offers (i) a methodological tool for mapping the epistemic dimension of pre-service teachers' identity, and (ii) a pedagogical tool for developing pre-service teacher's epistemic identity. Binary Epistemic Mapping (BEM) is introduced as a mixed-methods way to collect data relevant to epistemic change. Binary Epistemic Pedagogy (BEP) is introduced as a strategy for developing increasingly complex and evaluative epistemologies. A pilot study was used to map epistemic change and stability across five binary constructs relevant to teacher identity. The binary constructs include, (i) teacher-centred and student-centred activity, (ii) permissive and authoritarian management, (iii) inclusive and exclusive involvement, (iv) natural and nurtured ability, and (v) intrinsic and extrinsic motivation. Participants were graduate level students (n = 19) enrolled in a two-week introductory intensive subject for a Graduate Diploma of Education at a regional Australian university.

Data were collected over a two-week period using focus groups, a variation of a Likert-scale questionnaire, and written reflective narratives. Quantitative data were analysed for central tendency and variation as indicators of identity and/or epistemic change. Complementary qualitative data were analysed using inductive thematic coding techniques and theory-led coding informed by typologies of epistemological development (Hofer & Pintrich, 1997). Initial results revealed a general transition towards evaluativistic epistemologies used to construct teacher identity. However, the results also reveal relativity effects in self-identification. The results offer tentative support for (i) incorporating epistemic pedagogies in pre-service teacher education courses, (ii) expanding the dialogue over the importance of teachers' epistemic identity, and (iii) more explicit consideration of relativity effects in models of epistemic development.

*Keywords:* Teacher identity, epistemology, teacher education, Binary Epistemic Mapping (BEM), Binary Epistemic Pedagogy (BEP).

***Why do teachers leave the profession? We keep asking the question, but are we noticing the answer?***

Misty Adoniou

University of Canberra

Email: [misty.adoniou@canberra.edu.au](mailto:misty.adoniou@canberra.edu.au)

Presentation format: Paper Presentation

There is no lack of research into what motivates people to enter teaching as well as what motivates them to leave. A generalized summary of that research tells us that teachers are intrinsically motivated to enter the profession (Richardson and Watt 2006 ; Watt and Richardson 2008), but it is extrinsic factors that cause them to leave the profession (Skaalvik and Skaalvik 2009; Johnson and Birkeland 2003). That is, the reality of teaching doesn't match their expectations.

In this paper I conceive of these different motivators as the 'pneuma' and the 'pragma' of teaching. 'Pneuma' is the spirit of teaching; a desire to do good and be good. 'Pragma' represents the more tangible and concrete aspects of teaching, including planning, timetabling, classroom management and administration.

Overwhelmingly the research indicates that the 'pneuma' of teaching is what draws people to the profession. And the research into teacher attrition cites the 'pragma' of teaching as the leading reason why teachers then choose to leave the profession early ).

Drawing on research conducted with 15 new graduate teachers over their first 18 months of teaching I propose that this 'pragmatic' characterisation of why teachers are leaving is simply a description of secondary symptoms and obscures the underlying 'pneumatic' reason for new teachers leaving the profession.

Qualitative data collected from classroom observations and interviews with new teachers each month in the first 18 months of their teaching reveals that the underlying challenge them for them was maintaining their 'spirit', that which had brought them to the profession in the first place. This 'pneuma' of teaching is not addressed in solutions offered to the new educator, instead numerous 'pragmatic' solutions are offered in the form of prepared programmes and behavior management strategies. These solutions were offered with no discussion with the new educators about the teachers they wanted to become. As a consequence they reached the end of their first year with much of the 'pragmata' under control, but with the 'pneumata' still unfulfilled, and one third of them were still considering leaving the profession.

As long as we continue with unsophisticated understandings of why teachers leave the profession, we seem destined to notice the wrong answers to the fundamental question: 'Why do new educators leave the profession?'

*Keywords:* Teacher education, teacher motivation, teacher attrition, new educators

## ***Building effective school-university partnerships for a quality teacher workforce***

Andrea Allard, Deakin University, Judith Benney, Maroondah Secondary College, Mary Dixon, Deakin University, Ingrid Galitis, Deakin University, Kirsten Hutchison, Deakin University, Jodie Kline, Deakin University Jill Loughlin, Deakin University, Diane Mayer, Deakin University and Simone White, Monash University.

Discussant: Elvira Vacirca, Victorian Department of Education and Early Childhood Development

Email: andrea.allard@deakin.edu.au; benney.judith.m@edumail.vic.gov.au; mary.dixon@deakin.edu.au; ingrid.galitis@deakin.edu.au; kirsten.hutchison@deakin.edu.au; jodie.kline@deakin.edu.au; jill.loughlin@deakin.edu.au; diane.mayer@deakin.edu.au; simone.white@monash.edu

Presentation format: Symposium

### **Symposium Overview:**

This symposium presents findings from the first phase of a project investigating the school-university partnership approach embedded in the Deakin University Master of Teaching teacher preparation course. The project, *Building effective school-university partnerships for a quality teacher workforce*, is funded by the Victorian Department of Education and Early Childhood Development and has been conducted in 2010 and 2011.

Recent Victorian and national reports have identified school-university partnerships as the vehicle through which the professional learning needs of teachers, and in particular pre-service teachers, can be better met (e.g. House of Representatives Standing Committee on Education and Vocational Training, 2007; Kruger et al., 2009; Parliament of Victoria Education and Training Committee, 2005; Ure, 2009). The partnership approach which we have adopted aims to respond to these reports on teacher education, as well as to the literature on quality professional experiences for learning to teach, and seeks to provide a setting for optimal professional learning in the workplace for both pre-service and in-service teachers.

In this symposium, three aspects of the project are presented: the rationale for the partnership and, in particular, the cluster approach; the development, implementation and outcomes of the professional experiences embedded in the course and implemented within the cluster approach; and the possibilities and practical challenges of building and sustaining these types of partnerships. The symposium will provide an opportunity for hearing multiple perspectives on this partnership approach from the school-based personnel, the pre-service teachers as well as the university teacher educators.

### **Paper 1:**

#### ***Building an effective school-university partnership: A cluster approach***

Mary Dixon, Jodie Kline, Diane Mayer and Simone White

Deakin University has introduced a new Master of Teaching course incorporating a new form school-university partnership that we refer to as the 'cluster approach'. In addition to responding to recent state and National reports on teacher education (e.g. House of Representatives Standing Committee on Education and Vocational Training, 2007; Kruger et al., 2009; Parliament of Victoria Education and Training Committee, 2005), this cluster approach aims to respond directly to recommendations from the Australian Teaching and Learning Council funded project into practicum partnerships (Ure, 2009), and focuses specifically on one of the reform agendas of the National Partnership Agreement on Improving Teacher Quality, that of 'improving the quality and consistency of teacher training in partnership with universities' (see <http://smarterschools.gov.au/nationalpartnerships/Pages/ImprovingTeacherQuality.aspx>)

Learning to teach is a continuum whereby teachers create new understandings and build professional knowledge and practice in collaboration with colleagues during their pre-service teacher education and then during their careers as teachers (Fieman-Nemser 2001). Learning to teach is not a sole learning activity; rather teachers learn in communities and in collaboration with colleagues. Moreover, teachers are always balancing 'being the teacher' while at the same time 'becoming a teacher' (e.g. Britzman, 2003). Thus, they balance the notion of 'doing teaching' while at the same time 'learning teaching', and this is nowhere more evident than during the professional experience component of teacher education. This cluster approach is based on these premises.

The work of Le Cornu (2004), Le Cornu and Ewing (2008) and Little (2001) also informed aspects of the approach, which is predicated on 'reciprocal relationships' amongst pre-service teachers, and between pre-service teachers and experienced teachers both in schools and in universities. It frames teachers as



cultural producers of knowledge, pre-service teachers as new resources bringing different ideas and practices into schools and schools as knowledge building communities (Little 2001, Nias 1998, Retallick et al 1999, Veugelers & O’Hair 2005).

**Paper 2:**

***A snap-shot of the “Ethnographic Week”: Introducing students to a cluster approach***

Ingrid Galitis, Kirsten Hutchison, and Jill Loughlin

The cluster approach to school-university partnerships locates professional experience within the context of professional learning communities committed to encouraging pre-service teacher agency and providing increased opportunities to engage in reciprocal learning relationships with cluster-based colleagues (Sim, 2006; Mule, 2006; Le Cornu & Ewing, 2008). From four distinct perspectives – those of a teacher educator, pre-service teacher, mentor teacher and principal – this paper provides an overview of the cluster orientation activities that form the basis of ‘Ethnographic Week’ for Deakin University M Teach students. This critical component of the Professional Experience program introduces preservice teachers to localised information about demography, geography and economy, and prompts pre-service teachers to experience physical environments, as well as gain an awareness of the service systems, local industry and belief systems that influence learners in their cluster. This orientation to their learning communities is intended to develop their ‘funds of knowledge for teaching’ (Moll et al, 1992) and encourage the subsequent development of ethnographically informed classroom practices. Video footage of Ethnographic Week activities is accompanied by micro level discussion of pre-service teachers’ professional reflections as they engage in activities and build on understandings with cluster-based colleagues.

**Paper 3:**

**Possibilities and practical challenges of building and sustaining school-university partnerships: where to from here?**

Andrea Allard, Judith Benney.

In the design and implementation of the Master of Teaching course, the School of Education set out to create a new relationship between key stakeholders in the preparation of the next generation of teachers. Traditionally, the role of teacher educators in university-based preservice courses has been viewed as separate but complementary to the role of supervising teachers in schools during the professional experience component of the course (Toomey et al 2005). Roles and responsibilities were relatively clear with understood lines of demarcation.

However, as research and policy directives over the past five years suggest, there is a recognized need for a focus on collaboration and in situ activities, discussion, reflection, and learning among teacher educators, supervising teachers, pre-service teachers and those in school leadership positions. The need to re-conceptualise the traditional ‘theory-practice’ divide and to rework this for the benefit of all stakeholders, underpins the impetus for changing the organization and implementation of professional experience. The cluster approach encourages the building of strong ties but also requires new roles to be negotiated (Darling-Hammond and Bransford 2005). This paper explores the processes used, problems encountered and learning opportunities for all through the eyes of key stakeholders involved.

In particular, the presenters focus on questions around the co-production of professional knowledge and practice (Darling-Hammond and Bransford 2005; Le Cornu and Ewing 2008) and reflect on the possibilities and practical challenges of building and sustaining a schooluniversity partnership.

**Discussant: Elvira Vacirca, Victorian Department of Education and Early Childhood Development**

*Keywords:* Teacher education, School-university partnerships, Professional learning communities

## **Teacher Education Curriculum in Australia: Conceptual integrity or tick-box tactics?**

Tania Aspland

Presentation format: Paper Presentation

Fullan & Hargreaves (1992) have pointed out some time ago that it is surprising how little systematic attention has been devoted to understanding the topic of teacher development and how to take appropriate action to ensure high quality engagement by teachers and teacher education in teacher development. They state: -

“...teacher development must be conceptualised much more thoroughly than it has been. Its relationship to educational change is not just a matter of better implementation of selected innovations (although it includes this) but more basically a change in the profession of teaching, and in the institutions in which teachers are trained and in which they work. Teacher development is thus tantamount to transforming educational institutions.” (Fullan & Hargreaves. 1992 p. 6)

In Australia, there is no time like the present to address this challenge. The profession is undergoing rapid intervention by government in mandating new Professional Standards for Teachers (AITSL 2011) and new national standards for the accreditation of teacher education programs in Australia.

This paper will address what is problematic at the moment in Australia as teacher educators engage in negotiation with governments in articulation a set of national standards for the accreditation of teacher education programs. The paper will be introduced by way of context and then some cautionary considerations will be provided for the advice of teacher educators engaging in program design. In response a well substantiated model for developing teacher education curriculum that is both responsive to the accreditation standards and the need to developed conceptual sound teacher education curriculum will be presented. This model has five key phases for curriculum development namely:

1. Establishing expert knowledge as the platform for curriculum development
2. Positioning the institution for a unique program that is context responsive
3. Articulating a cohesive curriculum design for delivery including a theoretical framing of the curriculum, an articulation of the components of the curriculum and how they are aligned, principles of procedure, criteria for worthwhileness and the centrality of graduate attributes;
4. Demonstrating the evidence platform that will be aligned to the professional standards; and
5. Articulating the process of curriculum evaluation and review.

Examples of each phase will be provided for discussion and critique. In presenting this model it is envisaged that, in the future, professional interactions between regulatory authorities, universities and educational communities can focus on teacher education curriculum and conceptual integrity rather than tick-box tactics.

***Digital oral feedback on pre-service teachers' written assignments as professional learning for teacher educators***

Glenn Auld, Avis Ridgway and Judy Williams

Monash University

Email: [avis.ridgway@monash.edu](mailto:avis.ridgway@monash.edu) & [glenn.auld@monash.edu](mailto:glenn.auld@monash.edu) & [judy.williams@monash.edu](mailto:judy.williams@monash.edu)

Presentation format: Paper Presentation

Allan Luke (2009) uses a “pedagogical economy where literacy education is taken as a cultural gift”. This paper reports on the digital oral feedback provided to pre-service teachers in a literacy unit and explores the pedagogical gift this feedback is to the teacher educators marking this work. Rather than mark their written work as individual lectures, we collaboratively read the assignment and recorded the sound file of the conversation around each assignment. We found these conversations provided a rich context for our professional learning about the understandings of teaching literacy as well as specific content knowledge we both brought to the teaching of this unit. We found we were working as a team to provide more indepth feedback of the assessment criteria for each assignment than we did with written feedback. Through this dialogical feedback we were able to construct the pre-service teachers' assignments as an important textual gift in our collaborative professional learning.

## ***Coaching partnerships for improving literacy achievement in low SES primary schools***

Jenny Barnett

University of South Australia

Email: [jenny.barnett@unisa.edu.au](mailto:jenny.barnett@unisa.edu.au)

Presentation format: Paper Presentation

The South Australian Supporting Improved Literacy Achievement (SILA) project aims to improve teacher and leader capacity to support literacy teaching and learning in primary schools serving low SES communities. The SILA Project emphasised professional learning for literacy within a framework of collaborative whole school change. It had two phases: diagnostic reviews, and up to two years school-based coaching support. This paper focuses on the coaching phase, based on a recent evaluation carried out in 32 schools during the second year of the Project. One aim of this evaluation was to identify features of a viable coaching model, using site-based interviews with principals, literacy leaders and teachers, as well as focus groups with the coaches. The interview data revealed various types of coaching partnerships, diverse understandings of coaching, and different types of professional learning. Of particular interest were the factors shaping the coaching process and learning in the different sites.

A key feature of the coaching approach was the emphasis placed on building relationships within the school; responding to socio-cultural features of the local school context and composition; and taking account of school priorities in improving literacy achievement, shaped by the diagnostic review. There was no pre-planned program; instead the expertise of the coaches was brought into play through the needs and demands of the situation. It was thus essentially participant-driven, collaborative, and connected to a program of whole school change. Successful coaching focused on active learning and coherence with participants' professional activities; it was sustained over time; it engaged participants in concrete tasks and reflection linked to school change; and it was responsive to individual situations. It thus met a number of the criteria for professional development activity having significant positive effect, as suggested, for example, in studies by Darling-Hammond & Mclaughlin (1995) and Garet et al (2001).

*Key words:* coaching, professional learning, literacy, whole school change

## ***Learning from the journeys: Quality in Indigenous teacher education in Australia***

Dr Melodie Bat

Batchelor Institute of Indigenous Tertiary Education

Email: [melodie.bat@batchelor.edu.au](mailto:melodie.bat@batchelor.edu.au)

Presentation format: Paper Presentation

This paper reports on doctoral research undertaken into quality in Indigenous teacher education in Australia, based on the learning journeys of three graduate teachers from Batchelor Institute of Indigenous Tertiary Education in the Northern Territory of Australia. Whilst the published literature often details the challenges and barriers, opportunities and intentions, the graduates speak of self-determination, learning and identity. Their stories provide the deeper story of Indigenous teacher education to which this research is responding—that there is a story of quality and success. We just need to be able to hear it.

The teacher education programs in which the graduates studied have been closely examined in terms of curriculum, as well as enrolments and progressions. The descriptive analysis of this information has told one story about teacher education at Batchelor Institute. This story is one of a strong curriculum, a changing cohort, and significant attrition rates.

The story told by the three graduates gives detailed reflections on their learning journeys. Their story is a reflection on a positive learning experience that strengthened their identities as Aboriginal and Torres Strait Islander people and gave them a rich professional qualification. Their story was told through video, and a collaborative approach to research using video was developed through their work.

To be able to understand these stories of teacher education at Batchelor Institute, the literature was critically reviewed with regard to equity and quality in Indigenous teacher education. This review was undertaken through the use of critical hermeneutics.

As the teaching profession and education providers strive to respond to the ever changing nature of the information society as well as to ensure equity in access and participation for page Aboriginal and Torres Strait Islander students, this research provides a useful example of one institution's contribution to quality.

*Keywords:* Teacher education, Indigenous teacher education, Quality in teacher education, Cross-cultural research.

***Futures perspectives: The complexities in developing teachers for multiple futures.***

Debra Bateman

Deakin University

Email: [debra.bateman@deakin.edu.au](mailto:debra.bateman@deakin.edu.au)

Presentation format: Paper Presentation

Inherently, the role of education within a society is to prepare students for their futures. This claim and expectation of teachers can be identified across a range of policy and curriculum documents, and within a number of framing statements of profiles. Following this line of reasoning, it could then be argued that the role of teacher educators is to develop teachers who are able to explicitly address the multiplicities of futures of which these students may be confronted.

This paper reports on a critical ethnographic case study developed within a primary school. The research focussed on interrogating the ways in which teachers explicitly connected some construct of the future with the students in their classrooms, and further the ways in which these images of the future were articulated through curriculum. The participant action researcher worked alongside six teachers and their 140 students in reconceptualising the ways in which futures perspectives could be embedded within the policies and practices of the learning environment.

Drawing upon this research, I suggest that futures in education is largely rhetorical, and drawing upon enactivist theory, provide a theoretical framework for understanding the reasons it remains under-addressed within teacher practices. Moreover, drawing upon the professional reflections of the teachers involved in this study, I outline a proposed course of study of key concepts and skills which should form core elements of pre-service teacher education to address futures as a missing dimension in education.

*Keywords:* Teacher education, futures education, curriculum, reshaping policies

***Learning to teach internationally: what international teachers need to know.***

Richard Bates

Deakin University

Email: [rbates@deakin.edu.au](mailto:rbates@deakin.edu.au)

Presentation format: Paper Presentation

The number of identifiable international schools seems to be growing exponentially. Brummitt (2007,2009) estimates that there are currently over 5,000 such schools and the IBO expects to have some 10,000 such schools registered with it by the end of this decade. It is likely, therefore, that the teaching force required by these schools will collectively reach some 500,000 by the end of the decade. In addition to these teachers many national schools are implementing programs that encourage 'international-mindedness' in preparation for 'global citizenship' (Hayden & Thompson 2011, Marshall, 2011).

Currently there is considerable diversity in the curricular (Cambridge, 2011) Pedagogical (Fail, 2011) and assessment (Bates, 2011) practices of these schools as well as differences in their micropolitics (Caffyn, 2011) and approaches to global citizenship (Marshall, 2011), despite the fact that most teachers in such schools are recruited from English speaking countries (Hayden and Thompson, 2011).

This paper examines the consequences of this situation for the preparation of the increasing number of teachers who choose to work in such schools, and how teacher education programs might incorporate 'international-mindedness' as a key element of a commitment to global citizenship.

*Keywords:* Teacher education, international education, international-mindedness, global citizenship education.

***Facilitating preservice teacher engagement with rural and remote school communities through the Over the Hill project***

Denise Beutel, Lenore Adie, Sue Hudson

Queensland University of Technology

Email: [d.beutel@qut.edu.au](mailto:d.beutel@qut.edu.au); [lenore.adie@qut.edu.au](mailto:lenore.adie@qut.edu.au); [sm.hudson@qut.edu.au](mailto:sm.hudson@qut.edu.au)

Presentation format: Paper presentation

**Abstract**

Attracting and retaining quality teachers in rural and remote areas continues to be a significant educational issue in Australia. Current indications are that this problem will not abate in the near future (Lock, 2008; Yates, 2007). While teacher education institutions have an essential role in promoting teaching in rural regions (Human Rights and Equal Opportunity Commission, 2000), the overwhelming majority of teachers are trained in universities in urban areas. Further, most preservice teachers who take up rural placements come from regional universities or live in rural areas. In order to address this imbalance, urban universities need to consider how they might encourage their preservice teachers to experience a rural practicum.

This paper reports on a six day program designed to provide preservice teachers from one campus of an urban Queensland university with the opportunity to experience teaching in rural and remote settings. Multiple forms of data collected from the participants in this mixed method study were analysed to reveal students' perceptions of their school-based experiences and of their immersion into rural and remote communities. The findings from the study provide insight for universities into how to prepare preservice teachers for teaching in rural and remote settings.

*Key words:* Rural teaching, teacher education, rural education, preservice teaching



## ***The synergy of professional learning and sustaining it in primary schools***

Lorraine Beveridge

PhD student

University of Newcastle

Email: [Lorraine.beveridge@newcastle.edu.au](mailto:Lorraine.beveridge@newcastle.edu.au)

Presentation format: Paper Presentation

A high level of educational performance is increasingly expected of teachers in order for them to better prepare their students for current and future challenges. More and more, in educational policies and practices, the quality and performance of teachers is identified as a major determinant of student success. The discourse surrounding teacher quality is seen by some as a discursive one in which teachers require increasing regulation through accreditation, registration and other measures of accountability to ensure they are performing their professional duties to the standards the system and public demands (Thomas, 2005). The essential role of professional learning in enhancing teacher performance is widely linked to improved student outcomes, and as such, is held in high regard by education systems (Hargreaves, Fullan, Senge & Robinson, 2007; Ladwig & Gore, 2006; New South Wales Department of Education and Training, 2003).

The question of the sustainability of teacher professional learning has been addressed in the literature in the short term (Aubusson, Brady & Dinham, 2005; Hoban et al., 2005; Ingvarson, Meiers & Beavis, 2005) but to a lesser degree in the longer term (Barber 2005, Erickson, Brandes, Mitchell & Mitchell 2007) indicating sustainability needs to be assessed over a longer period, to clearly identify the enabling conditions that are in place in schools where changes that resulted from professional learning have been adopted (Wyatt- Smith, Bridges, Hedemann 2008; Fullan 2005).

In this paper I will examine the practice of implementing collaborative teacher professional learning in primary schools to determine whether collaborative professional learning changes teachers' practice and if any reported changes are sustained over time. In the context of significant government investment, I seek to explore the ways in which the processes and substance of professional learning trialled in a school are reported to have changed school culture, teaching practice and/ or teacher dispositions, in order to advance knowledge in relation to the sustainability of the learning. The impact of collaborative professional learning in schools, and the influences that have been identified as sustaining such learning, is the focus of my paper.

***Creating and Sustaining Professional Learning Communities: Activity Theory as an analytic tool.***

Di Bloomfield

Email: [di.bloomfield@sydney.edu.au](mailto:di.bloomfield@sydney.edu.au)

Presentation: Paper

Perhaps paradoxically, the present climate within education of accountability and prescription, often with a focus that is individualistic rather than collective, has raised expectations for partnership formation. In teacher education there is growing pressure for universities to form relationships with education sectors, schools and teachers that extend beyond the traditional exchanges of professional experience programs. Commonly these aim to support teachers' professional development and learning needs concurrently with that of pre-service teachers (Bloomfield, 2009). However, whilst the rhetoric around partnership and community often reads as optimistically positive, for both academics and teachers the realities associated with both forming and sustaining partnerships that aspire to incorporate professional learning communities, may bring challenges.

The formation of collectives of teachers, both in-service and pre-service, with academics and tertiary mentors, that aim to facilitate the professional learning of all participants, frequently introduces tensions around rules, division of labour, aspired outcomes as well as the 'tools' perceived as significant in facilitating learning. Thus how the 'community' is envisaged in terms of its constitutive elements can serve as a destabilising force in 'partnership' formation.

Activity theory provides a theoretical account and set of tools for understanding goal-oriented "collective and culturally mediated human activity" (Engström & Mettlen, 1999, p.9). This presentation in focussing on Engström's (2001) 'third generation' of Activity theory aims to provide a conceptual framework through which to better understand these tensions. A key focus for this version of Activity theory resides in interaction between activity systems – for example that of the university context and that of schools. It is the multiple perspectives associated with these two contexts which not only impact on professional experience programs but also frequently underpin challenges within partnership work associated with teacher education. Concepts such as 'expansive learning' and 'third space' as well as the 'central role of contradictions [between activity systems] as sources of change and development (Engström, 2001, p.137) are explored with respect to a current initiative to form meaningful partnerships within the present educational climate.

## ***A Career that matters: Learning from an older generation of teachers***

Tracey Borg , Ninetta Santoro & Marilyn Pietsch

Charles Sturt University

Email: [nsantoro@csu.edu.au](mailto:nsantoro@csu.edu.au); [mpietsch@csu.edu.au](mailto:mpietsch@csu.edu.au) & [trborg@csu.edu.au](mailto:trborg@csu.edu.au)

Presentation format: Paper Presentation

Currently, there are considerable challenges to effective workforce planning and the renewal of the teaching profession in Australia. The majority of pre-service teachers who enter the profession do so on a casual or temporary employment basis and without the certainty or continuity of employment that characterised the employment of past generations of teachers. There is a risk that the 'temporary' nature of employment in teaching will undermine notions of career longevity and the career-long development of teacher identities. This, along with high percentages of experienced teachers approaching retirement and the large numbers of early career teachers leaving the profession within the first five years of service (Ewing & Manuel, 2005) means that it is imperative to attract and retain good teachers, particularly in rural, remote and 'hard-to-staff' areas. In this paper, we report on a pilot study that investigated the benefits to pre-service teachers of developing relationships with retired teachers. As part of an assignment that required students to investigate the professional experiences of teachers of an earlier generation, five volunteer second year students were each partnered with a retired teacher with whom they conducted an interview that elicited information about their experiences of teacher education as well as their values and beliefs about teaching. In this paper we draw on data obtained through our interviews with the students in which they reflect on what they learned about the profession from these older teachers. Data were analysed using a thematic approach and findings suggest that the preservice teachers drew inspiration and encouragement from their interaction with the alumni, developed greater understanding of teaching as a life-long career and affirmed their choice of profession. We conclude by suggesting that connecting pre-service teachers to alumni who have made teaching their life-long career is an intergenerational pedagogy that presents students with histories and images of the profession and of professionals that can potentially support them in finding their own place in the profession at an early stage of pre-service education.

*Keywords:* Teacher education, intergenerational learning, teacher emotion, workforce renewal

## ***Teacher education students' understanding of classroom pedagogical practices***

Kylie Bradfield, Denise Beutel, and Megan Kimber

Queensland University of Technology

Email: [d.beutel@qut.edu.au](mailto:d.beutel@qut.edu.au); [kylie.bradfield@qut.edu.au](mailto:kylie.bradfield@qut.edu.au)

Presentation format: Paper Presentation

Preservice teachers enter teacher education courses with preconceived and sometimes problematic assumptions about learning and teaching (Ryan, Carrington, Selva & Healy, 2009; Trier, 2006). These assumptions need to be challenged. Teacher education courses need to provide preservice teachers with opportunities to problematise current educational theories and to explore metacognitive processes involved in pedagogical decision making in the classroom. Currently little is known about the thought processes preservice teachers engage in when selecting teaching strategies for their lessons. This paper explores the changes in awareness and understandings of classroom planning and pedagogic practices amongst preservice teachers in their third year of a teacher education course at a university in south-east Queensland. Data in this qualitative study was collected through questionnaires administered to students before and after their participation in a teaching strategies unit. The data analysis was coded to reveal significant changes in both the awareness of teaching strategies and the accompanying decision making processes.

*Key words:* preservice education, teacher education, teaching strategies, pedagogy

## ***Reconceptualising teacher education through community partnerships: continuing the conversation***

Marie Brennan<sup>1</sup>, Faye McCallum<sup>2</sup>, Briony Carter<sup>2</sup>

<sup>1</sup>Victoria University, <sup>2</sup> University of South Australia

Email: [Marie.brennan@vu.edu.au](mailto:Marie.brennan@vu.edu.au); [Faye.mccallum@unisa.edu.au](mailto:Faye.mccallum@unisa.edu.au); [Briony.carter@unisa.edu.au](mailto:Briony.carter@unisa.edu.au)

Presentation format: Paper

The lack of sustainable teacher education to provide quality teachers for hard-to-staff schools in both metropolitan and regional/remote settings is well documented (HREOC 2000; Green et al 2008; White et al 2008; Boylan 2004). This Roundtable is part of a series of presentations on an ARC-funded regional partnership project in teacher education which involves four partners: preservice teachers, University teacher education, schools and community agencies (e.g. Carter 2009; McCallum 2010; Brennan 2010). In previous ATEA conferences, we have reported on the three years of the pilot study, and presented early findings. Here our aim is to offer the opportunity to deepen the theoretical engagement with teacher education as 'situated social space' (Reid et al 2010-2011), noting in particular both the importance of building on previous work in this terrain and the additional foci on community agencies as partners and the agency of pre-service teachers themselves. The project focuses on this partnership in three South Australian regional areas: Whyalla, Mt Gambier and the Aboriginal-administered APY Lands in the remote north west of the state. Master of Teaching students apply for their first placement in one of these settings and work closely as a cohort before and during the placements, which are supported not only by the schools but also by community agencies. This year, we invite conversation around starters we will provide on the following areas:

1. Implications of debates on place-based and socially situated education and practice for teacher education
2. Social ecology and its implications for reconceptualising teacher education and its partnerships
3. Issues of teacher education pedagogies that orient Pre-Service Teachers to the complexities of partnership work as a core focus for the teaching profession.

Conversation starters for exploring these issues will work from emergent theoretical engagement and data from the ARC Project (LP100200499).

### *Keywords:*

Australian teacher education; community partnerships; social ecology of community partnership; teacher education pedagogies

***Developing and Australianising a shared research agenda in teacher education: Working from the AERA Panel report on research on teacher education.***

Marie Brennan & Lew Zipin

Victoria University

Email: [Marie.Brennan@vu.edu.au](mailto:Marie.Brennan@vu.edu.au) & [lew.zipin@vu.edu.au](mailto:lew.zipin@vu.edu.au)

Presentation Type: Forum

While many of our papers pay due obeisance to the reported lack of coherence and short-term and fragmentary nature of much research in teacher education in Australia, following key literature reviews (Murray et al 2008) that reflect similar findings in other countries (Cochran-Smith & Zeichner 200x), there have not been strong national and regional efforts to build larger research agendas for our field. It was starting from this same position that the AERA established a panel to report on the state of teacher education research in the USA produced a huge report (Cochran-Smith & Zeichner 2005) which represents the single largest repository of research reviewed on teacher education, albeit from a USA perspective.

In this workshop, we will start with the executive summary of the AERA Panel report on the state of research on teacher education, which is structured around what 'we' already know and what else we need to know. The goals of the workshop are to 1) position work and research on teacher education in various Australian projects in connection to this broader (American-oriented) review of research, 2) add to, 'Australianise' and extend the American agenda, coming to what it is WE in the field here need to know. Further work mapping our research can then generate a 'research program' (within which research projects and R&D work can be located); it also helps to put a wider context on what is already being done and organise links with others on similar projects.

*Keywords:*

Teacher education; research on teacher education in Australia; consolidating research in Australia.

***Evidence-based teacher education: what could this mean and could it be a good thing?***

Gordon Brown

University of Wollongong

Email: [gbrown@uow.edu.au](mailto:gbrown@uow.edu.au)

Presentation format: Paper Presentation

The concept of 'evidence-based practice' has been rising in use in a number of professional fields in recent years in a number of countries, notably the UK and the US. One of these fields is education. Importantly, the concept appears to have particular appeal to policy elites – those stakeholders who have a strong influence on the direction and development of public policy, including how the ideologies within which respective policy matters are framed and discussed. Concurrent with this situation has been an increasing interest in the effectiveness and efficiency of teacher education in contributing to school education in general. Given that both these discourses have arisen from a shared context of broader social policy and therefore from often-similar stakeholders, it should not be surprising that the two should intersect. This paper investigates some implications for teacher education course design in response to these discourses, and in particular the role of student assessment.

*Keywords:* Teacher education, evidence-based practice, critical realism.

***A message from both sides: sharing learning across school and university***

Maryann Brown

University of Ballarat

Email: [m.brown@ballarat.edu.au](mailto:m.brown@ballarat.edu.au)

Presentation format: Paper Presentation

Motivated by a desire to find out how schools had changed and how academic research can make its way into schools, I decided to 'live' the experience rather than simply investigate it. I returned to school teaching and leadership at a co-educational non-government school for four years after course coordination and senior lecturership at a regional university. This paper explores some of the insights gained from the experience and outlines some of the challenges for teachers and academics. The first section provides brief observations on the working life of contemporary teachers and the continuing intensification of teachers' work (Apple, 1986). The second section outlines a number of contemporary approaches and opportunities for professional learning for teachers and academics.

There has long been discussion of the 'theory-practice divide' in education. On one level this is a simplistic analysis of a complex problem. Universities do not just 'do' theory and schools are not just in the business of 'practice'. So much valuable educational research does not seem to make its way into schools or classrooms and the paper will explore some possibilities for integrating theory, research and practice.

Narrative methodology is employed and Laurel Richardson's (2000) concept of 'crystallisation' is drawn upon, where 'what we see depends upon our angle of repose'... (p. 934). Short vignettes are provided to highlight some of the changes in a teacher's work. Contemporary literature is drawn upon and woven through the paper.

The case will be made for building a professional learning culture that bridges artificial divides and encourages deep learning within the profession. We need to explore new ways of sharing our learning across the education arena.

*Keywords:* Professional learning, intensification, narrative methods, theory/practice divide



***'Stepping back' to understand learning: Pre-service teachers' perspectives on their learning through authentic experiences in professional settings***

Jenene Burke & Jill Wheatland

University of Ballarat

Email: [js.burke@ballarat.edu.au](mailto:js.burke@ballarat.edu.au)

Presentation format: Paper presentation

This paper will examine Pre-service teachers' (PSTs) perspectives on their learning through their involvement in one of three workplace-based initiatives undertaken as part of their teacher education program. Research conducted by Darling-Hammond and colleagues (2008) confirms that highly effective teachers support meaningful learning in a number of ways, including 'creating ambitious and meaningful tasks' that reflect how knowledge is used in the field, by engaging students in active learning and by encouraging the type of thinking that enables students to learn to evaluate and guide their own learning (p. 5). The three school-based initiatives selected for this research project have been designed accordingly in an attempt to promote meaningful learning for PSTs. The initiatives that are examined are *The Youth Festival*, undertaken as part of the Graduate Diploma of Education Secondary (GDE Sec); *Pathways to the Adult World (PAW)*; and, several *Small Group Learning Projects* in the Bachelor of Education (Physical Education).

The study has been conducted as a University of Ballarat Institute of Professional and Organisational Learning (IPOL) teaching and learning fellowship. The researchers employed a qualitative, self-study methodology. Data were derived from an assessment task that was completed by the PSTs after their involvement in one of the work-place based initiatives and subjected to thematic analysis by the researchers. The research attempts to interrogate and reveal what students say that they are learning through their authentic experience in a professional education setting as part of their teacher education coursework.

**Keywords:** Teacher education, Work-integrated learning, Self-study methodology, reflective practice.

***'I felt like I saw myself reflected in an institution for the first time': making academic and personal learning in teacher education visible through an e-portfolio. A case study of a pre-service teacher.***

Dr Leigh Burrows

Flinders University

Email: [leigh.burrows@flinders.edu.au](mailto:leigh.burrows@flinders.edu.au)

Presentation format: Paper Presentation

According to Barnett (2007) there needs to be more emphasis in higher education on students becoming personally and authentically involved in their studies – with a strong will to learn to sustain them in periods of uncertainty. Barnett (2007) argues that this means that students' 'being' and 'becoming' needs in their university courses should be addressed as much as their need for knowledge. According to Carney (ND) while e-portfolios are often thought of as a credentialing tool, they also provide a powerful opportunity for pre-service teachers to authentically express 'This is how I am as a teacher.' This paper describes case study research focusing on the creation of an e-portfolio by a recent student in teacher education. The e-portfolio provided a powerful learning space for 'Selena' in which she was able to integrate her social, emotional and academic learning, and 'grow into herself' through drawing on, expressing and sharing her experiences in rich, reflective, holistic multidimensional and connected ways not previously available to her during her studies. Findings from this case study research suggest that e-portfolios can be a vehicle for deep personal and professional learning and can assist pre-service teachers to make meaningful connections across and between formal and informal learning in the university, practicum settings and community experiences. It is suggested that teacher educators encourage their students to take up the opportunity provided by the e-portfolio to make learning across topics more creative, connected and visible. While e-teaching portfolios can play an assessment role through the demonstration of achievement of high professional standards they also have the potential to facilitate pre-service teachers' journey toward being and becoming throughout their program of study, and their lives.

*Keywords:* holistic teacher education, e-portfolios, becoming, being, knowing, authenticity

***Balancing state initiatives in the preparation of quality teachers within the emerging context of national accreditation***

Ros Capeness

Queensland College of Teachers

Email: [ros.capeness@gct.edu.au](mailto:ros.capeness@gct.edu.au)

Presentation format: Paper Presentation

Queensland has been investigating and implementing evidence-based practices in the preparation of teachers for over thirty years and the Queensland College of Teachers, formerly the Board of Teacher Registration, has played a key role in this research.

One of the latest major research initiatives in this state, involving multiple stakeholders, was a review of teacher education and school induction - one of several projects described in the Queensland government's education Green Paper *A Flying Start for Queensland Children*. This initiative was in response to recommendations from the Master's review conducted in 2009 which highlighted the need to assure standards in teaching quality in Queensland schools. The review's purpose was to investigate and report on how teachers are prepared for professional practice in Queensland and to provide advice for improving teacher preparation and induction into the profession.

This latest research was conducted amidst the emerging agenda of national standards for teachers and national accreditation for teacher education programs thus creating tensions around the issues of a unique jurisdictional context and the wider national arena. This paper will outline how a state jurisdiction engages with a national agenda on the melding and sharing of its long history of expertise and research to ensure alignment of perspectives between state and national agendas in the preparation of quality teachers.

*Keywords:* Teacher education, professional standards, professional experience, mentoring and induction

## ***Social emotional learning in higher education***

Dr Yvonne Carnellor, Ms Tracy Treasure

Curtin University, Perth WA

[T.Treasure@curtin.edu.au](mailto:T.Treasure@curtin.edu.au)

[Y.Carnellor@curtin.edu.au](mailto:Y.Carnellor@curtin.edu.au)

Presentation format: Paper Presentation

### **Paper – to be Peer Reviewed**

There is growing recognition that social and emotional competencies are essential for all kinds of learning and that those who seek to promote high academic standards and those who seek to promote mental, emotional and social health strongly concur. Currently world-wide social and emotional learning (SEL) is an area of high priority and within Australia a specific focus in pre-service teaching degrees. In 2008 the Curtin University Early Childhood Team developed a specific core unit of work/study titled *Social and emotional development (0-8 years)* aimed to strengthen our 1<sup>st</sup> year pre-service teacher's understanding of the key issues underpinning children's social and emotional development and to enhance their self confidence and competence to effectively meet the social and emotional needs of the children in their care. However, the evaluation of the unit revealed that this unit of work was providing unanticipated outcomes for our pre-service teachers. Strong comments from these students indicated that the development of these personal strategies provided them with a framework to better manage their life demands alongside their study – a critical issue for the B.Ed (ECE) Degree Course where many of the students fall into the 'mature-age' range and thus have their own families.

A research project was implemented – qualitative survey methodology – to investigate the coping mechanisms and strategies for retention of our pre-service teachers who might have otherwise withdrawn from the course or taken extensive leave of absence (LOA) due to personal issues that impact on their academic performance. The key findings from this research were that the *social and emotional development* unit does contribute greatly to enhancing pre-service teachers understanding of the key issues underpinning children's social and emotional development and provides insight for developing appropriate strategies to enhance best practice in the early years. The study also established that pre-service teachers use the skills, knowledge and strategies gained from this unit of work to resolve problems and accomplish goals in their personal lives.

It is envisioned now that we (Curtin University Early Childhood Team) will develop an elective unit of study that will build on these basic SEL skills but specifically focus on and deal with 'adult coping strategies'. It is anticipated that this unit of work would then be offered across the University.

*Key Words:* social-emotional learning; preservice teachers;

**“REAL SCIENCE” IN EARLY CHILDHOOD EDUCATION: SCIENTISTS WORKING WITH EARLY CHILDHOOD PRE-SERVICE TEACHERS**

Dr Yvonne Carnellor; Ms Tracy Treasure

Curtin University, Perth WA

[Y.Carnellor@curtin.edu.au](mailto:Y.Carnellor@curtin.edu.au)

[T.Treasure@curtin.edu.au](mailto:T.Treasure@curtin.edu.au)

Over the past few decades in Australia there has been a significant decline in the number of students studying science at an advanced level in the upper secondary school resulting in a decrease of science students in tertiary level science courses. These statistics have implications for science education back to the very early years of learning (Kindergarten to Year 3: 4 – 8 years of age).

This paper reports the “research” from a successfully gained Commonwealth Grant – two years after implementation. The research will present findings analysed from both quantitative and qualitative implemented research methodology.

This research project (funded by ALTC – DEEWR) enabled early childhood educators and “scientists” from the various schools in the university – chemistry, physics, forensic science and engineering – to co-develop and collaboratively teach modules of work that would provide early childhood pre-service teachers with the competence and confidence to teach “real science” to children in the very early years of their schooling.

An “extra bonus” of this research project was the data gathered from the educators and scientists demonstrated the level of student academic achievement and across-faculty collaboration that can be firmly established.

*Key Words:* science, early childhood, preservice education

***“Hey, is this mic on”: Tales of a female African American international academic staff creating culturally responsive communication spaces for both pre-service teachers and self within an Australian university***

Dr. Denise NJ Chapman

Australian Catholic University

Email: denise.chapman@acu.edu.au

Presentation format: Paper Presentation

Research indicates that an increasing number of academics are choosing to cross borders to teach in university settings in countries other than their own (Collins, 2008; Green & Myatt, 2011). This trend allows for universities to benefit from a more culturally diverse academic staff who bring with them a variety of teaching strategies (Alberts, 2008). However, the enhancements that may come about with international academic staff (IAS) can also present challenges. One such challenge involves difficulties with language, specifically communication issues. Several studies report that a key source of stress for new IAS is language difficulties, in which miscommunications between IAS and their students/colleagues can result in feelings of inadequacy and frustration for the new IAS (Collins, 2008; Green & Myatt, 2011).

If we consider that “language is at the very heart of teaching” (Smith, 1971, 24) and teachers “who cannot communicate are powerless” (Dandy, 1991, p. 10), then finding ways to mitigate or remove barriers to effective communication can yield positive outcomes for both the new IAS and the university community.

This paper will present various means of communication that mitigated several barriers to effective communication for an African American female IAS new to the Australian academic teaching community. Drawing from narrative reports, the findings suggest that there are several means of communication, which can effectively create productive communication spaces with pre-service teachers and other academics. This paper will outline six descriptive communication strategies, which together create an effective culturally responsive communication space.

*Keywords:* Teacher education, international academic staff, cultures of learning, culturally responsive teaching

## ***Virtual teaching for professional experience: A case study of a professional community of practice in a small rural school***

Maxine Cooper, University of Ballarat, and Lisl Fenwick, Australian Catholic University; with Lesley MacGregor, Country Education Project, Anne Mirtschin, Britt Gow, Graeme Poynton, Carlee Vize, Krystie Alleaume, Hawkesdale P-12 College, and Michelle Iro, Abby Schultz and Bianca Evans, preservice teachers, University of Ballarat.

Presentation format: Paper Presentation

This research project aims to examine the ways that academics, mentor teachers and preservice teachers learn together about virtual teaching through a professional experience teacher education program. This partnership project involved the Country Education Project, Hawkesdale P12 College and the University of Ballarat in Victoria, that became a community of practice, which examined the multiple ways that face-to-face teaching is different from students learning in an online environment? One key question was 'In what ways can preservice teachers undertake professional experience through a virtual mode using online platforms such as blogs, Skype, Elluminate, Google Docs, Wallwisher, Voicethread and other tools?' Other questions for the purposes of this paper were: What support, relating to virtual learning, is needed and provided to preservice teachers in rural schools? How effective is the support to assist preservice teachers to work through the challenges relating to virtual learning in rural settings?

Using Wenger's (2000) framework and focusing on the idea of the preservice and mentor teachers as participating in communities of practice, we analyse the situations of the participants as they go about developing their professional identities and sense of belonging to the school and its community.

'Knowing, learning, and sharing knowledge are not abstract things we do for their own sake. They are part of belonging'. (Eckert, in Wenger 2000: 238)

Working with preservice and mentor teachers in rural settings allows teacher professional identities to get extended and challenge.

This project takes a case study approach which involves all participants working together as a community of learners with regular discussions, observations and photographic data, document analysis and recorded group discussion with all participants reflecting on their professional learning.

Through analysis and interpretation of the data collected, this study explores various ideas of what a virtual placement is like for both the preservice students and the teachers.

The findings showed that the preservice teachers gained a sense of the history and culture of the local community and the specificity of the school culture. At the same time the experienced mentor teachers gained a new perspective as they revisited and reflected on their own ways of teaching and learning and considered and reconstructed alternative future possibilities for themselves and for others in their community of practice. As Wenger suggests 'the engagement of one's identity then incorporates imagination and alignment: envisioning these possible futures and doing what it takes to get there.

Discussion will focus on the aspects of this virtual experience as a community of practice with a focus on Wenger's elements of 'collegiality, reciprocity, expertise, contributions to the practice and negotiating a learning agenda...' (Wenger 2000: 243-244).

### *Four keywords*

Virtual learning, professional experience, community of practice, rural case study.

***Perspectives on transitioning to practice: Pre-service teachers perspectives of their preparedness to teach***

Dr Leanne Crosswell

Queensland University of Technology

Email: [l2.crosswell@qut.edu.au](mailto:l2.crosswell@qut.edu.au)

Dr Denise Beutel

Queensland University of Technology

Email: [d.beutel@qut.edu.au](mailto:d.beutel@qut.edu.au)

Presentation format: Paper Presentation

Preparing to transition to the teaching profession is fraught with excitement and trepidation. Significantly, the bridging period that is the final stage of the formal preparation program and actually entering the profession has a strong impact on the early careers of teachers. In comparison to other established professions, the transition to teaching is often haphazard and largely unsupported (see DEST, 2002; Herrington & Herrington, 2004; Ramsey, 2000). For the majority of beginning teachers, the transition from university to the profession involves little formal transition processes at all. For a significant portion of new teachers this transition can best be described as merely the closing of one door [completing their university teacher preparation programs] and the opening of another [taking up a position as a teacher] (Herrington & Herrington, 2004). While it is very rare for universities to be involved in the induction process once they have graduated their students, this paper reports on such a program of innovative practice.

This paper examines graduates own perceptions of their preparedness to teach. These graduates are part of a pilot project with Graduate Diploma in Education students. The project is an extended model of teacher preparation that includes a one-year teacher education course, followed by a two year program of professional learning. This paper reports on a snapshot of the graduates as they enter the profession. A questionnaire was used as the source of data in this qualitative interpretative study. Key findings of the research centre on practical skills, work integrated learning, Communities of Practice and reflective practice. While much of the literature on transition provides rich descriptions of the experiences of the transitioning graduates and those managing and supporting these transitions, significantly this paper sets out to theorize transition. Aspects of psychology and sociology of transition, with particular reference to learner identity and shifting knowledge frames, will be explored in the chapter using community of practice and reflective practice literature.



## ***Improving Success in Field Experience***

Dr Leanne Crosswell

Queensland University of Technology

Email: [l2.crosswell@qut.edu.au](mailto:l2.crosswell@qut.edu.au)

Professor Nan Bahr

Queensland University of Technology

Email: [n.bahr@qut.edu.au](mailto:n.bahr@qut.edu.au)

Presentation format: Paper Presentation

In Australia, the Field Experience components of pre-service teacher education programs are under increased scrutiny as evidenced by recent reports such as *Top of the Class* (2007), *Practicum Partnerships: Exploring Models of Practicum Organisation in Teacher Education for a Standards-Based Profession* (2009) as well as *The Flying Start for Queensland Children* (2009). These documents support the wider literature call for; increased consistency in Field Experiences and greater connections made between educational theories and the application in the classroom (Wilson et.al. 2001; Davie & Berlach, 2010), the development of shared understanding of expectations and clarity of goals for all stakeholders (Connor & Killmer, 1995; Haigh & Tuck, 1999; Feiman-Nemser, 2001; Darling-Hammond & Baratz-Snowden, 2005) and resources that support the various perspectives of the pre-service teachers, host teachers and university supervisors (Brown, 2008). As such, Field Experience In Australia has been positioned as problematic and of high interest (and high stakes) by various bodies outside of the field of pre-service teacher education.

This paper reports on a teaching and learning project *Improving Success in field Experience* (ISiFE) that sought to investigate ways to enhance pre-service teachers' success in Field Experience. The project was a mixed method study that used interviews, focus groups and mined archived report data. The ISiFE project investigated the following questions:

1. What is it that some students find difficult on field experience?
2. How do these pre-service teachers and their supervising teachers manage and negotiate these difficulties?
3. What do pre-service teachers, supervising teachers, site coordinators and relevant staff suggest for areas of improvement in the area of field experience?

The paper will report on the findings that relate to 3 key areas; the 'hands-on' experience in a school context, the on-campus component of Field Experience and the procedures of Field Experience placement. The findings are significant as they identify innovative ways pre-service teacher education programs can enhance the Field Experience in sustainable and responsive ways.

*Keywords:* Field Experience, teacher education, teaching and learning, transition to practice

*The human price of the new economy for today's teacher educators*

Dianne Cullen & Rosemary Williams

Australian Catholic University

Email: dianne.cullen@acu.edu.au & rosemary.williams@acu.edu.au

Presentation format: Paper Presentation

Do you remember the days when the person in the office next to you was your colleague and not your competitor? Do you recall the days when the focus of your work was teaching rather than research? Are you tired of being harassed to improve your publishing output? Did you work all weekend on writing a grant application?

If you can answer yes to these questions, you may like to ask yourself two more. First, how did these changes in the nature of our work come about? Second, why is it that you no longer find your work as personally satisfying?

The purpose of this paper is to find answers to these two questions. Hence, the first section of the paper deals with the issue of how the emergence of the new economy has impacted on educational institutions and those who work in them. Focussing specifically on teacher educators, an analysis of their academic practice will highlight the interplay between the macro and micro forces which results in a new style of work for university lecturers. However, this development has psychosocial consequences for those subjected to these changed conditions. Thus in the second section of this paper the concept of *disenfranchised grief* will be explored. This psychosocial term refers to the grief that people experience when they incur a loss that is not or cannot be acknowledged publicly, mourned or socially supported and where there is a more or less active disavowal of that grief. It will be argued that the grief experienced by academics who have been working in education for a number of years has neither been acknowledged nor accepted and its social and cultural context ignored.

The link between the broader, structural changes impacting on academic work and the resulting psychosocial consequences for teacher educators has received little attention in the academic literature. It is hoped that this paper will serve as a beginning in filling this gap.

*Keywords:* Teacher education, new economy, life histories, disenfranchised grief

***(De)valuing partnerships in contemporary teacher education: lessons from four Australian universities***

P. A. Danaher , Lindsay Parry, Ren Yi & R. E. (Bobby) Harreveld

James Cook University & Macquarie University & CQUniversity Australia & University of Southern Queensland

Email: [lindsay.parry@jcu.edu.au](mailto:lindsay.parry@jcu.edu.au) & [ren.yi@mq.edu.au](mailto:ren.yi@mq.edu.au) & [b.harreveld@cqu.edu.au](mailto:b.harreveld@cqu.edu.au) & [patrick.danaher@usq.edu.au](mailto:patrick.danaher@usq.edu.au)

Presentation format: Paper Presentation

To be effective, productive and sustainable, teacher education faculties need to mobilise multiple partnerships involving diverse groups of gatekeepers, participants and stakeholders with separate aspirations. A key element of that mobilisation must be identifying ways to fulfil those aspirations as far as possible, thereby valuing members of the partnerships. Yet, given that partners' interests are often competing, it is difficult to value all partners equally, potentially leading to a devaluing of the partnership and of the teacher education that it is intended to promote.

This paper addresses the research question, "Which forms of partnerships add value to, and are valued by, Australian schools and faculties of teacher education?". The research context is four such schools and faculties, traversing regional Queensland and metropolitan Sydney. The research design draws on a qualitative, inductive, comparative case study method (Lloyd-Jones, 2003) that elicited analytical themes from a common set of questions applied to selected teacher education partnerships in the four institutions. Those questions focused on what the partnerships in each school or faculty were, who was involved as representatives of which organisations, which attributes, expectations and interests the organisations and their representatives brought to the partnership, the perceptions of the partnership held by the respective partners and the impact of those perceptions on the partnership's value and effectiveness to each partner, including the host school or faculty.

The thematic analysis (Fereday & Muir-Cochrane, 2006) applied to the responses to these questions yielded findings that were consistent with the theoretical framework related to educational partnerships developed by Cardini (2006). In particular, the valuing of partnerships depends on explicit and sustained efforts to value the contributions of individual partners and to render the partnership the sum of all parts, rather than being principally to benefit the host institution. The significance of these findings lies in identified strategies for teacher education schools and faculties and their diverse partners to enhance the mutual advantages of their partnerships.

*Keywords:* Australia, partnerships, teacher education, valuing

***Multiple perspectives on the value(s) of Australian teacher education: dialogical pedagogy for and by domestic and international students and staff members***

P. A. Danaher, Henriette van Rensburg, Nita Temmerman, Warren Midgley & Ann Dashwood

University of Southern Queensland

Email: [henriette.vanrensburg@usq.edu.au](mailto:henriette.vanrensburg@usq.edu.au) & [nita.temmerman@usq.edu.au](mailto:nita.temmerman@usq.edu.au) & [warren.midgley@usq.edu.au](mailto:warren.midgley@usq.edu.au)  
& [ann.dashwood@usq.edu.au](mailto:ann.dashwood@usq.edu.au) & [patrick.danaher@usq.edu.au](mailto:patrick.danaher@usq.edu.au)

Presentation format: Paper Presentation

The ongoing internationalisation of Australian higher education creates challenges and opportunities in identifying and learning from multiple perspectives on what proponents hope is the value of teacher education. Part of ensuring that value depends on making explicit and sharing the values held by different groups of participants and the values that they ascribe to educating teachers.

This argument is taken up in this account of a single teacher education faculty's contribution to a broader, Australian Learning and Teaching Council-funded project (Tamatea, Takayama, Singh, Le Ha, Harreveld, Li, Danaher, Munday, Green, & Chapman, 2011-2012) focused on fostering transnational knowledge exchange between international and domestic teacher education students. The paper addresses the research question, "Which perspectives on and values of teacher education are evident in international and domestic students' and staff members' interactions in an Australian teacher education faculty?". The research design was a single site case study (Luck, Jackson, & Usher, 2006) that synthesised data drawn from formal and informal documents, informal discussions and theoretically framed reflections by students and staff members.

The theoretical framing was provided by the concept of dialogical pedagogy (Skidmore, 2000), which emphasised the need for the relational and reciprocal dimensions of students' and staff members' interactions to be highlighted, as well as the extent to which those dimensions were evident in the faculty's courses and programs. Data interpretation was facilitated by combining elements of narrative inquiry with identity analysis (Georgakopoulou, 2006). The findings demonstrated several examples of dialogical pedagogy and transnational knowledge exchange in action, while acknowledging the accompanying constraints of space and time. This outcome reinforces the complexity as well as the significance of the nexus between the multiple perspectives on and the value(s) of teacher education, both in the institution analysed here and inter/nationally.

*Keywords:* Australia, dialogical pedagogy, internationalisation, teacher education

***Implementing first year curriculum principles in university programs: A pedagogical and political opportunity for the field of teacher education***

Graham Daniel

Charles Sturt University

Email [gdaniel@csu.edu.au](mailto:gdaniel@csu.edu.au)

Presentation format: Paper presentation

As part of its implementation of the recommendations of the Bradley Review of higher education in Australia (Bradley, Noonan, Nugent, & Scales, 2008) the Australian government has initiated a number of policy measures aimed at widening participation in tertiary education, and in particular the participation of students from non-traditional university entrant backgrounds. With an increasingly diverse student population embedded in governmental policy (Gillard, 2010), universities will continue to be challenged to reconceptualise their strategies to support student success (Kift, 2008, 2009). One response to these emerging needs has been the development of “First Year Curriculum Principles” (Kift, 2009), which aim to support the transition of students in the university environment through a curriculum based *transition pedagogy* (Kift, Nelson & Clarke, 2010). This paper presents the preliminary results of a project implementing these principles in one pre-service education course. The paper considers the initial outcomes of these initiatives in supporting student transition to university by improving the quality of the student experience, and for embedding issues of equity and social justice within teacher education programs. The paper concludes by arguing that these first year initiatives create a space for broader pedagogically informed curriculum renewal within teacher education, and represent an opportunity for teacher education to contribute to the project of pedagogical renewal in the broader tertiary sector.

*Keywords: First Year curriculum principles; teacher education*

***Connecting theory and practice: a model of clinical practice for a school-based teacher educator***

Rhonda Di Biase

University of Melbourne

Email: [dibiase@unimelb.edu.au](mailto:dibiase@unimelb.edu.au)

Presentation format: Paper

In new models of teacher education the traditional divide of universities being places to learn *about* teaching and schools being places to learn *how* to teach are being challenged (Thomsen, 2000). Instead the link between theory and practice is made more explicit through a process of collaboration between beginning teacher and teacher educator. Theory is presented as an aid in learning to teach. Mentors ideally use theoretical understandings of practice within the school setting and the university designs it's teaching to be practically grounded (Brouwer & Kortheagan, 2005). This integration aims to create a new kind of teacher who is theoretically oriented and aware of learning principles that guide their practice. In this model of teacher education, teachers learn about practice in the context of practice so that concrete applications can be made (Darling-Hammond & Bransford, 2005).

This paper presents a personal model of practice for a teacher educator working with beginning teachers in schools. It was initially conceptualised to provide a framework to explicitly link theory and practice. Using practitioner inquiry the model was developed for use within the Teach for Australia program, an alternative pathway into teaching. Addressing documented challenges in learning to teach (Darling-Hammond & Bransford, 2005); the apprenticeship of observation, the problem of enactment and the complexity of teaching, the model provides a framework for linking expert knowledge with practical experience. It is designed to building on existing knowledge and practice of beginning teachers through a collaborative learning cycle. The teacher educator can then plan interventions and links to theory with the goal of extending the current practice of the beginning teacher.

*Keywords:* Teacher education, clinical practice, beginning teacher, collaborative learning cycle

## ***Re-designing a first year teacher education community service-learning subject using constructive alignment***

Sharn Donnison and Debra Edwards

University of Sunshine Coast and La Trobe University

Email: [s.donnison@latrobe.edu.au](mailto:s.donnison@latrobe.edu.au) & [d.edwards@latrobe.edu.au](mailto:d.edwards@latrobe.edu.au)

Presentation format: Paper Presentation

Community service-learning is a recognised pedagogical approach in higher education especially in a North American context (Eyler & Giles, 1999). However, it is less common in Australian higher education and especially so in a first year teacher education subject (Butcher, Howard, McMeniman, & Thom, 2005). This paper reports on measures taken to constructively align an innovative subject in the first year program of a teacher education course that incorporates community service-learning and foundational principles of sociology. The subject has been offered since 2008. We initially describe the subject, its current intended outcomes and assessment practices to achieve these outcomes. This is followed by an examination of students' actual learning outcomes and how these have differed from the subject's intended aim.

Using reflective practice, we then invite our audience into our deliberations as we redesign this subject using constructive alignment (Biggs & Tang, 2007) to better achieve our aim of facilitating preservice teachers' informed and experiential understanding of structural inequality within societies and factors that impact on unequal access to education. These deliberations focus on examining and constructively aligning key concepts in the subject, assessment strategies, and intended learning outcomes.

*Keywords:* Teacher education, community service-learning, first year in higher education

***Culturally-inclusive and bewildering experiences in the practicum: international teacher education students' perspectives.***

Julie Dyer, Andrea C. Allard,

Deakin University, Melbourne.

Email: [Julie.dyer@deakin.edu.au](mailto:Julie.dyer@deakin.edu.au) [andrea.allard@deakin.edu.au](mailto:andrea.allard@deakin.edu.au),

Presentation format: Paper Presentation

The number and range of international students enrolled in pre-service teacher education courses has increased significantly over the last decade. Students bring diverse skills, knowledge and experiences formed through schooling in their 'home' countries, as well as assumptions about 'correct conduct' between students and teachers that may not accord with practices in Australian settings. International students also offer Australian schools a rich resource to engage with while they do their professional experience. The challenge for teacher educators and supervising teachers of International students is to support their professional learning while taking into account the culturally diverse backgrounds from which they come and the values and beliefs that might inform their expectations.

Professional experience in schools, as a key component of any teacher education course provides both major challenges and real opportunities for rich learning moments, especially between the international pre-service teacher and his or her supervising teacher/mentor. As Spooner, Lane et al (2009) note we need to know more about these in order to shed further light on how these relationships can be strengthened.

This paper reports on a research project that aimed to address how international students who were enrolled in the pre-service, post-graduate Master of Teaching course made sense of their practicum experiences in Australian schools, with particular focus on the cultural differences that they observed and experienced around teacher-student relationships in classroom settings. The project sought perspectives from supervising teachers as well as the pre-service teachers, in order to develop a deeper understanding of what processes supported and challenged the learning of all concerned. Here we examine the international students' observations with regards to: the similarities and differences between their schooling experiences in their home countries and the Australian classrooms where they were placed as student teachers; the extent to which strategies employed by supervising teachers in working with cultural differences enhanced their learning to teach; their reflections on how they individually managed to make sense of culturally 'correct conduct' (Foucault, 1985) as this discursively produced through classroom interactions.

Findings from the focus group discussions and interview data highlight the significance of the mentor teacher- pre-service teacher relationship for international students; identify the complexities of working cross culturally from the pre-service and supervising teachers' perspectives; provide some suggestions for what can be done to improve and enhance learning opportunities for all, including for teacher educators working with international students.



## ***Shifting the focus in teacher education: Foregrounding the value of teacher/student relationships***

Dr Michael Dyson & Dr Margaret Plunkett

Monash University

Email: Michael.dyson@monash.edu & Margaret.plunkett@monash.edu

Presentation format: Paper Presentation

Alternate or non-traditional educational settings within Australia have undergone a period of expansion over the last decade, yet there has not been any substantive recognition of this within teacher education programs (Plunkett & Dyson, 2010). Much of the research on alternate settings has focused on student experiences with little reference to teachers, particularly in relation to teacher/student relationships, teacher identity or what it might mean to be a teacher in such an environment. We propose that it is important that an understanding of these factors should foreground any discussions about future developments in teacher education. Therefore our aim was to identify the significance of relationships on transformative learning (Mezirow, 1997).

An example is the alternate setting of the School for Student Leadership (SSL), which began operating in 2000 as the Alpine School situated in the Victorian Alps and since joined by two additional regional campuses. A strong focus of the SSL is the nurturing of positive relationships between staff and Year 9 students (Dyson & Plunkett, 2010), which are developed during a nine-week residential leadership program.

This paper reports on part of an ongoing longitudinal mixed method study, beginning in 2000 and involving a research partnership between the SSL and Monash University. The significant findings emerging suggest that transformational learning occurs as the result of the reflection (Mezirow, 1991) manifest in both staff and students. This in turn leads to a shift in the role and nature of the teacher and allows for openness in communication with students creating enhanced relationships.

As acknowledged by both Cranton (2007) and Glasser (1998) the recognition of the importance of self and one's values and beliefs in relation to others is an essential part of learning. In particular we suggest that connectedness, especially between teacher and students, promotes active engagement and transformational learning. Therefore, there is a need within teacher education for foregrounding the value of nurturing teacher/student relationships such as demonstrated in the alternate setting of the SSL.

*Keywords:* Teacher education, alternate educational settings, transformational learning, relationships, teacher identity

***More Powerful than a Speeding Locomotive: Creating new practices of site-based teacher education***

Bill Eckersley & Merryn Davies

Victoria University and University of Melbourne

Email: [Bill.Eckersley@vu.edu.au](mailto:Bill.Eckersley@vu.edu.au) ; [merrynd@unimelb.edu.au](mailto:merrynd@unimelb.edu.au)

Presentation format: Symposium

In her keynote address to the AARE Annual Conference 2010, President Jo-Anne Reid commented that a recent review of teacher education research had concluded that 'Australian research in the field of teacher education is predominantly fragmentary, non-cumulative and parochial, with little longitudinal, cumulative or meta-analytic work to produce oversight and clear direction for policy and practice.' Being aware of this critique, our work on site-based pre-service teacher education reported here outlines the systematic strengthening of school-university partnerships and the initial stages of a research program to explain and theorise learning outcomes for all participants. Funding from the Department of Education and Early Childhood Development (DEECD) in Victoria was obtained in 2010 to identify the key features of site-based pre-service teacher education. More recently, a large grant has also been obtained via DEECD from the federal program for Smarter Schools National Partnership on Improving Teacher Quality to research a precinct model of site-based pre-service teacher education. We have drawn on the research of colleagues at Victoria University and elsewhere (Kruger et al, 2009), as well as key ideas regarding social and educational practice and change (Giddens, 1984; Habermas, 1987). Collaborative, qualitative techniques involving the personal accounts of practitioners, interviews and roundtables have been adopted. At this stage, our findings indicate that immersion in professional practice over extended periods of time and the opportunity of continuing dialogue between mentors and pre-service teachers for designing and changing practice contribute to an improved learning environment for all participants.

*Keywords:* Collaborative practitioner research, teacher education, on-site pre-service teacher education, changing teacher practice.

**Facilitator and Discussant: Jo Williams**

***Presentation 1: Establishing and researching site-based teacher education***

Bill Eckersley, Victoria University, Merryn Davies, University of Melbourne and Simon Taylor, Victoria University

Outlines two funded research projects and interim findings that suggest the contours of new approaches to professional learning for beginning and current teachers.

***Presentation 2: Exploring the practicalities of site-based teacher education***

Principal, Teacher, Graduate Teacher

Initiates a practitioner discussion regarding the strengths and weaknesses of site-based programs and speculates on what is realistic and possible in schools for the immediate future.

***Presentation 3: Pushing forward by theorising site-based teacher education***

Julie Arnold, Tony Edwards, Neil Hooley and Jo Williams, Victoria University

Proposes an approach towards theorising practice in schools and the conditions that could underpin progress towards a more critical pedagogy of teacher education.

***Title: Online interaction: Navigating 'third spaces' in Elluminate Live***

Dr Jennifer Elsden-Clifton, RMIT University

Dr Kathy Jordan, RMIT University

Email: [jennifer.elsden-clifton@rmit.edu.au](mailto:jennifer.elsden-clifton@rmit.edu.au) and [kathy.jordan@rmit.edu.au](mailto:kathy.jordan@rmit.edu.au)

Presentation format: Paper Presentation

Computer-mediated-communication has a long history in higher education and professional learning contexts, often seen as a beneficial addition or alternative to face-to-face interaction. This paper researches the use of new communication technologies such as *Elluminate Live* in learning contexts and argues that this technology has the potential to challenge and disrupt the conventions of face-to-face and computer-mediated 'spaces' giving rise to a possible 'third space' (Soja, 1996); a space which displace traditions and bridge binaries to create "a new area of negotiation, meaning and representation" (Bhabha, 1990, p. 211). This paper uses data collected from two *Elluminate Live* sessions with beginning teachers within a professional education program in Victoria, Australia. It provides a case study of how beginning teachers navigated and utilised this third space. In doing so, this paper explores some of the learning potentials within third spaces, including: creating a space for learners to have more control over interaction; providing a bridge between the learners' experiences and content; and shifting the traditional power relationships present in traditional face-to-face contexts.

**Keywords:** Computer-mediated-communication, Beginning Teachers, Third Space, Professional Learning

## ***The Beginning Teaching Experience: A Study of the Changing Career Expectations and Required Competencies of Beginning Teachers***

Christine Gardner, Michelle Hinds & John Williamson

University of Tasmania

Email: [michelle.hinds@education.tas.gov.au](mailto:michelle.hinds@education.tas.gov.au) , [John.Williamson@utas.edu.au](mailto:John.Williamson@utas.edu.au) &

[Christine.Gardner@utas.edu.au](mailto:Christine.Gardner@utas.edu.au)

Presentation format: Paper Presentation

The words *Teaching* or *Teacher* evoke in most people particular memories and images (Ayers, 2001) and recent research has focused on a range of related issues including, the development of teacher professional identity (Bullough & Gitlin, 2001), and teachers' work lives (Poppleton & Williamson, 2004; Pietsch & Williamson, 2010) utilizing a range of theoretical frameworks, methodologies and teacher samples. While there are some Australian studies which have informed our understanding of teachers and their reasons for entering the profession (Richardson & Watt, 2006; White & Moss, 2003), to date there are no Tasmanian studies which follow a sample of beginning teachers from initial enrolment through to the conclusion of a Practicum session to show how the major threads listed above come together.

This paper will outline the current theoretical and conceptual framework of the research project. The study aimed to:

- explore the initial perceptions of a number of Bachelor of Teaching pre-service teacher education students about what being a classroom teacher encompasses and their professional aspirations,
- follow these students as they progress through their teacher preparation and ultimately when they commence their first teaching experience to map how their perceptions may have changed , and
- investigate the nature of the contextual, personal and professional issues that may have lead to the changing perceptions.

A range of preliminary data will be presented from the longitudinal study of the Bachelor of Teaching students enrolled at the Launceston Campus of the University of Tasmania in 2007. The combined qualitative-quantitative methodology (Burns, 2000), produced 81 completed questionnaires, 14 interview transcripts, 26 final questionnaires, 4 interviews, 6 classroom observations and 2 journal entries from the pre-service teachers who had participated.

Preliminary findings relating to the students perceptions and aspirations, their backgrounds and earlier educational experience, and their reports of their practicum experience and the implications for teacher preparation will be discussed.

**Keywords:** Beginning teachers, professional identity, teacher preparation, early teaching experience

***Ups and down in teaching: An exploratory study of teacher self-efficacy for arts education in the middle years of schooling***

Susanne Garvis

Griffith University

School of Education and Professional Studies

Presentation format: Paper Presentation

In the middle years of schooling, spanning grades four to nine, it is common practice for generalist teachers to deliver integrated arts education. Research confirms that teacher effectiveness with the arts is influenced by their sense of efficacy, which is derived from a number of sources (mastery experience, verbal persuasion, vicarious experience and emotional arousal). Teacher self-efficacy for the arts is defined as the perceived capability to teach the arts. This paper investigates the sources of efficacy that influence beginning teacher self-efficacy for teaching the arts during the beginning phase of teaching.

Two hundred and one beginning teachers in the middle years completed a questionnaire with open-ended questions designed to investigate how their current levels of teacher self-efficacy had been constructed. Teachers were located in Queensland, Australia. Responses were analysed using content and narrative analysis. Findings reveal that divergent past experiences during teacher education, the beginning months of teaching and personal confidence influenced the teaching of the arts in middle years classrooms. The relationship between each of these categories and the formation of teacher efficacy beliefs is outlined, and implications for teacher education shared.

## ***Foundations in the National Curriculum – What’s in a name?***

Wendy Goff

Monash University

Email: wendy.goff@monash.edu.au

Presentation format: Paper Presentation

Learning does not stop and start when a child enters and leaves the classroom, nor does it commence when a child begins formal education. Children are born into interesting and varied worlds, and they grow and learn both within and about these worlds as they participate in, and contribute to them. In fact for over two decades, research throughout the globe has demonstrated that children arrive at school with a variety of knowledge and an assortment of powerful and well-developed ideas, skills and experience across a variety of curriculum areas (Hughes, M.1986; Perry & Dockett, 2004; Marsh, 2003).

Despite this research and what it has revealed about children’s prior to school experiences and learning, as we embark on an Australian National Curriculum we appear to have dismissed these findings with one single word, “*foundations*.” The following paper will explore the notion of “foundations” as the name given to the first stage of the National Curriculum, and discuss the potential implications, benefits and detriments that this name may have on relationships between early childhood and primary school sectors, including teacher relationships and parental perceptions of learning at home and in the early years. It will also explore the implications for pedagogical practice within the primary and early childhood settings.

*Keywords:* National Curriculum, Early Childhood, Primary, Teacher Relationships, Pedagogy

## ***A School based co-ordination and delivery model of remote Indigenous Teacher Education***

Lisa Hall

Email: lisahall74@gmail.com

Affiliation: NT Department of Education

Presentation format: Paper Presentation

For the past two years Indigenous Educators in certain regions of the Northern Territory of Australia who have achieved a three year teaching qualification have been supported to upgrade to a 4<sup>th</sup> year qualification by receiving onsite course delivery and Academic English support. This program is called the Indigenous Teacher Upgrade Program (ITUP). Through undertaking this program in schools it became apparent that a more effective delivery model would be one that embedded the training and course work of the Indigenous teachers in a whole school professional learning cycle. This ensures that the staff becomes a community of learners focused on the needs of improving student outcomes and working together to achieve this. By integrating the up-skilling of the indigenous educators into the same 'community of learners' process then the learning of the indigenous teachers becomes understood and supported by the whole staff. At the same time this type of approach supports the development of cross-cultural competence which is a known determinant of school and student success in remote schools. This paper will look at one such pilot program currently happening in Central Australia.

***CULTURE SHACK: Advancing intercultural arts pathways in Australian education***

Dr Anne Harris & Dr Mary-Rose McLaren

Victoria University

Email: [anne.harris@vu.edu.au](mailto:anne.harris@vu.edu.au) & [mary-rose.mclaren@vu.edu.au](mailto:mary-rose.mclaren@vu.edu.au)

Presentation format: Paper

Over the past ten years, research has increasingly highlighted the ways in which arts methods have cross-curricular benefits for all students, particularly those from refugee and culturally diverse backgrounds. Within the Australian context, recent projects like **Risky Business** (Donelan, 2009) and **The Song Room evaluation** (Grossman and Sonn, 2010) have shown that arts methods and pathways can value-add not only student/teacher relationships, but also academic outcomes (Sefton-Green and Soep 2007). Such academic outcomes can offer all students alternative pathways into TAFE and university courses (Taylor, 2003), especially those with English as a second language.

Based on this evidence, scholars in the Creative Arts research cluster at Victoria University gained funding from the Victoria University Learning and Teaching fund to conduct the community-based arts workshops collectively known as CULTURE SHACK, and to develop the educational pathways mapping and links that make this program unique. The Culture Shack pilot program (was) conducted in April 2011, with over 100 culturally and artistically diverse collaborators including young participants, artists, scholars, and community arts organisations from three countries and from regional Australia.

This paper outlines the pilot research project CULTURE SHACK, its key findings as linked to current theoretical and conceptual contexts (both international and national), and suggests ways forward for Phase 2 of this work. Preliminary data will also be presented from the qualitative evaluation featuring feedback from preservice teachers, teacher-educators, and student-participants.

*Keywords:* arts education, refugees, curriculum, community partnerships



## ***Preparing PreService Teachers to Teach Sexuality Education in the Middle Years: Barriers and Enablers.***

Lyn Harrison and Debbie Ollis

Deakin University

Email: [lynh@deakin.edu.au](mailto:lynh@deakin.edu.au) and [debbieo@deakin.edu.au](mailto:debbieo@deakin.edu.au)

Presentation format: Paper Presentation

In 2009 we developed and taught a new elective unit “Teaching Sexuality in the Middle Years”. This was the first dedicated education unit to be offered at Deakin University in the area of sexuality education for over 20 years. We have now taught two cohorts of students and collected data on their experiences in this unit. The unit was taught in an intensive mode over 6 consecutive days with a follow up day two weeks later. It drew on a range of pedagogical approaches, designed to build knowledge, skills and confidence in teaching sexuality education, shown to be important enablers for effective practice (Ollis 2010, Flood et al, 2009) .The unit drew heavily on activity based and experiential learning to assist these pre-service teachers to explore and practise dealing with the potentially sensitive issues that can arise while teaching sexuality education in schools. Students have commented on the valuable nature of the structure, content and pedagogical approaches used in the unit. A common theme in the student comments was a feeling of confidence and preparedness to teach sexuality education. However, there was evidence that some students were still uncomfortable with the content and pedagogical approaches taught. We were interested in knowing more about why some students thrived in this personally challenging environment and others did not. The purpose of this paper is to report on data collected from the two cohorts through focus group interviews, survey and classroom observation. Whilst there was evidence that students had developed confidence in, and commitment to, teaching sexuality education they still questioned their readiness to teach in this area in the face of the lack of school support to teach comprehensive sexuality education. Personal and structural barriers still existed in relation to addressing sensitive issues such as sexual assault, sexual diversity and talking about explicit sexual practices.

*Key Words:* Sexuality Education, Teacher Education, Curriculum, Pedagogy

## **Re-positioning ‘place’ and professional learning: An examination of teachers’ and teacher educators’ work in and for rural communities**

Paper 1: Developing teachers’ knowledge and pedagogical practices in reading in rural and mining communities

Paper 2: Inter-university partnerships to support the rural and regional practicum

Paper 3: Developing a conceptual framework for rural teacher education curriculum

### **Symposium Overview**

The symposium brings together the work of three large research teams across Australia that are all focused on the professional learning of teachers and/or teacher educators working in and for rural communities. The symposium looks at the issues of re-positioning place and professional learning from different perspectives of teachers and teacher educators.

### **Paper 1: Developing teachers’ knowledge and pedagogical practices in reading in rural and mining communities**

**Authors:** Christina E. van Kraayenoord, Robyn Gillies, Eileen Honan, Karen B. Moni, Mark Western & David Brereton

**Affiliation:** The University of Queensland, Brisbane, Queensland 4072, Australia

**Email addresses:** [c.vankraayenoord@uq.edu.au](mailto:c.vankraayenoord@uq.edu.au); [r.gillies@uq.edu.au](mailto:r.gillies@uq.edu.au); [e.honan@uq.edu.au](mailto:e.honan@uq.edu.au); [k.moni@uq.edu.au](mailto:k.moni@uq.edu.au); [m.western@uq.edu.au](mailto:m.western@uq.edu.au); [d.brereton@uq.edu.au](mailto:d.brereton@uq.edu.au)

This paper provides an overview of a study being conducted in rural and mining communities in Central Queensland. “Supporting Schools and Teachers to Improve Students’ Reading Achievement in Rural Communities” is funded by the Australian Research Council’s (ARC) Linkage Projects Scheme. The study involves a partnership between researchers at the University of Queensland, Education Queensland (EQ), and BHP Billiton Mitsubishi Alliance (BMA).

The purpose of the study is to evaluate the impact of professional learning designed to develop teachers’ knowledge and pedagogical practices to improve Year 4 to 7 students’ reading achievement in schools in rural and mining communities.

To provide a context for the presentation the paper will begin with a review of the research literature that has examined the benefits and challenges of teaching in schools in rural and mining communities in Australia. Particular attention will be paid to those factors associated with working in primary school settings and with the teaching of reading.

The paper will then provide an account of the conceptualization and design of the study. The underlying principles and research design will be described. Information about the data collection and analyses will be reported.

The paper will conclude with a discussion of how the professional learning attempts to address some of the issues related to working as a teacher of reading in schools in rural and mining communities. It is argued that the findings of this study will contribute to a growing body of Australian literature of research concerned with enhancing teachers’ professional identities and building school capacity in Australian rural and mining communities.

**Key words:** research, professional learning, reading, rural and mining communities

## **Paper 2: Inter-university partnerships to support the rural and regional practicum**

Josephine Ryan, Mellita Jones

Australian Catholic University

Caroline Walta, Alan McLean,

La Trobe University

Email: [Jo.ryan@acu.edu.au](mailto:Jo.ryan@acu.edu.au); [Mellita.jones@acu.edu.au](mailto:Mellita.jones@acu.edu.au); [c.walta@latrobe.edu.au](mailto:c.walta@latrobe.edu.au)

Teacher education reports *Step up, step in, step out* (Parliament of Victoria, 2005) and *Top of the class* (2007) document a persisting belief on the part of some teachers and principals that universities no longer support the practicum sufficiently. These reports suggest that indeed Faculties of Education are insufficiently funded to cover school visits which are a key to supporting the practicum. The situation of the project partners Australian Catholic University and La Trobe University in an Australian Learning and Teaching Council (ALTC) project *Preservice Teacher Education Partnerships: Creating an effective practicum model for rural and regional preservice teachers* exemplifies the significant difficulties of communication experienced by faculties of Education (House of Representatives, 2007) during the practicum. Placements for preservice teachers in the Diploma courses at ACU and La Trobe are spread across Victoria, often with only one or two preservice teachers per region making communication and support during the practicum challenging. The joint ALTC project allowed the universities to enter into a practicum partnership to address this situation. Using each other's practicum documents universities have cooperated to augment each other's supervision roles making school visits more cost effective. Preservice teachers from the universities have also been put together in regionally-based peer discussion clusters to support each other during the practicum. The study investigates the success of these inter-university initiatives to improve support and communication during the practicum

The research project takes a mixed-method approach. Qualitative evidence of participants' perceptions of the activities of the project has been collected, using face to face semi-structured interviews. The success of the inter-university regional clusters of preservice teachers has been explored through examination of electronic records of the clusters' communications. The project team have collected data on their own experience of this process in the form of project notes, meeting minutes and electronic communications. Findings suggest that the partnership approach has been successful in terms of the perceptions of all participants. La Trobe and ACU lecturers have learned much about managing the partnership which they will use in the next iteration of the project.

Key Words: Rural and Regional, Practicum, Partnerships, Teacher Education

House of Representatives Standing Committee on Education and Vocational Training (2007). *Top of the class. Report on the inquiry into teacher education*. [Electronic version]. House of Representatives Standing Committee on Education and Vocational Training. Accessed June 7, 2007:

<http://www.aph.gov.au/house/committee/evt/teachereduc/report/front.pdf>

Parliament of Victoria, Education and Training Committee, (2005). *Step up, step in, step out. Report on the suitability of preservice teacher training in Victoria*. (Melbourne: Victorian Government Printer).

### **Paper 3: Developing a conceptual framework for rural teacher education curriculum**

**Authors:** Simone White (Monash University), Jodie Kline (Deakin University), Wendy Hastings (Charles Sturt University) and Graeme Lock (Edith Cowan University)

**Email addresses:** [simone.white@monash.edu.au](mailto:simone.white@monash.edu.au), [Jodie.kline@deakin.edu.au](mailto:Jodie.kline@deakin.edu.au), [whastings@csu.edu.au](mailto:whastings@csu.edu.au), [g.lock@csu.edu.au](mailto:g.lock@csu.edu.au)

In Australia, traditionally, the majority of universities have no explicit focus on rural education in their teacher education programs; have random and *ad hoc* rural practicum opportunities and no obvious link to any of the various State-based financial incentives encouraging graduates to work in rural areas (Reid et al, 2010). It is clear that the lack of information about rural teaching and rural education renders both invisible to pre-service teachers coming to understand themselves as (rural) teachers. This is why an inclusive, forward thinking rural teacher education curriculum aimed at preparing teachers for diverse rural communities is essential.

This paper focuses on the development of a conceptual framework and model for a rural teacher education curriculum aimed at teacher educators. The framework was developed based on longitudinal and national qualitative and quantitative survey data of pre-service teachers who had participated in a rural professional learning experience. The survey included questions about the pre and post professional experience support in their teacher education programs as well as their responses to the unique features and characteristics of living and working in rural places. Data were also drawn from semi-structured interviews of teacher educators across Australia to explore questions such as: What do you think are the distinctive features of preparing a student teacher for a rural career? Where in your teacher education course (if any) do you believe rural curriculum should be embedded? What would you see as key or essential content to learn about if you knew your student teacher were to take a rural teaching position? What are the professional learning needs of teacher educators to deliver a rural teacher education curriculum?

The paper will highlight responses and themes that emerged across the two groups of pre-service teachers and teacher educators and propose a conceptual framework for teacher educators to use as a foundation in a range of course designs. Key features of the conceptual model include the importance of an approach for developing community knowledge, including an understanding about a rural social space (Reid et al., 2010) and a place consciousness (Gruenwald, 2003).

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## ***Dismantling borders and boundaries: Capturing the Perspectives of the ‘Other’***

Lai Kuan Lim, Helen Hooper, Lynette Ireland & Trina Jackson

James Cook University

Email: [Laikuan.lim@jcu.edu.au](mailto:Laikuan.lim@jcu.edu.au); [helen.hooper@jcu.edu.au](mailto:helen.hooper@jcu.edu.au); [lynette.mackay@jcu.edu.au](mailto:lynette.mackay@jcu.edu.au);  
[trina.jackson@live.com.au](mailto:trina.jackson@live.com.au)

Presentation format: Paper Presentation

Recent discussion in higher education that followed from the Bradley Report (2009) and Masters Report (2008) highlights the importance of supporting first year pre-service teachers' transition to university, particularly in regional universities which have a higher proportion of students from culturally diverse backgrounds including a high proportion of Indigenous students. Kift (2009) contends that a “transition pedagogy” in first year curriculum is particularly important in facilitating a successful first year university experience for diverse student cohorts. A holistic approach involving cross-institution partnerships between academic and support staff is key to enhancing first year experience (Kift, 2009, Kift & Nelson, 2005).

This paper reports on the successful collaboration between academic staff, a Faculty librarian and graduating students across disciplinary boundaries in conceptualising and producing a multi-layered, online induction in core academic skills (iCAS) for over 400 first year Education students in James Cook University. The creation of iCAS drew on first year experience literature and cross-institution collaboration with an emphasis on information literacy to enable the development of student research and information access. Cross-institution discourse was focused on the process and outcomes of harnessing different knowledges and perspectives from varying disciplines.

Additionally, preliminary survey findings from student feedback on iCAS indicate that students are greatly valuing the presence of a transition pedagogy embedded within the curriculum. A key to the articulation of this ‘transition’ is the presence of multiple voices and perspectives in making visible the ‘hidden curriculum’ in university study, with the focus on first year Education students. When engaging students with diverse knowledges, gathering the expertise and perspectives of colleagues from non-education faculties augments the knowledge present in education schools. This article concludes with reflections on the importance and the process of implementation for cross-institution partnerships in teacher education and transition pedagogies.

*Keywords:* partnerships, first year experience, academic skills, information literacy

## **Social and Emotional Wellbeing in Teacher Graduate Standards.**

*Frida Hristofski & David Baxter*

University of Western Sydney & the Australian College of Physical Education

Email: [f.hristofski@uws.edu.au](mailto:f.hristofski@uws.edu.au) & [dbaxter@acpe.edu.au](mailto:dbaxter@acpe.edu.au)

Presentation format: Paper Presentation

The quality of teachers and their teaching are the most important factors for students' outcomes. The National Partnership on Improving Teacher Quality (2008) and the Melbourne Declaration on Educational Goals for Young Australians (2008) guided the development of the National Professional Standards for Teaching (2011) to describe what teachers should know and be able to do at different levels of professional expertise. As a result, a national system for the accreditation of pre-service teacher education programs has also been established as an important component to improving teacher quality.

Wellbeing, particularly, the social and emotional wellbeing of all students in educational settings has become an increasing focus because of its direct impact upon student achievement. A systematic focus on social and emotional wellbeing in schools may have a variety of benefits and the literature suggests that there can be an association with more positive behaviour and academic performance. Teachers have an important role in promoting social and emotional wellbeing not just through the implementation of school-based programs, but also through promoting and participating in a whole school approach which embraces curriculum and learning, ethos and environment, and partnerships with the community.

A review of the National Professional Standards for Teachers has been undertaken using the *CHILD* framework developed by Response Ability (2010) to summarise how teachers can contribute to the social and emotional wellbeing of children and young people. This paper will examine the professional standards for Graduate Teachers for their congruence to the promotion of social and emotional wellbeing.

*Key words:* Graduate teaching standards, teacher education, social and emotional wellbeing, quality teaching.

***Partners in Education: The Teacher Education Done Differently (TEDD) Project***

Peter Hudson and Sue Hudson

Queensland University of Technology

Email: [pb.hudson@qut.edu.au](mailto:pb.hudson@qut.edu.au); [sm.hudson@qut.edu.au](mailto:sm.hudson@qut.edu.au)

Presentation format: Paper Presentation

There has been an abundance of education reform recommendations for teaching and teacher education as a result of reviews (e.g., House of Representatives Standing Committee on Educational and Vocational Training [HRSCEVT], 2007; Masters, 2009). A major criticism in education is the lack of connection between theory and practice (or praxis), that is, how the learning at university informs practical applications for teaching in the classroom.

This paper presents the Teacher Education Done Differently (TEDD) project, funded by the Department of Education, Employment and Workplace Relations (DEEWR). It outlines how it has restructured its offering of coursework in a Bachelor of Education (BEd) held at Queensland University of Technology's (QUT) Caboolture campus to embrace praxis. Establishing partnerships was crucial to the development of this project. TEDD initially gathered a reference group of educators, which included university staff, school executives, and other key stakeholders, which lead to an Advisory Group and Steering Committee (see Hudson & Hudson, 2008). These groups formed a collective vision for TEDD and aimed to motivate others, foster team work, and create leadership roles that would benefit all stakeholders.

The paper presents how university unit coordinators changed their units to include a stronger praxis development for preservice teachers. Preservice teachers take their learning into schools within programs such as Ed Start, Engaging Middle Years Learners, ICTs in Schools, Move It Use It (Physical Education program), Reading Squadron, and Science in Schools. Primary students also were taught by preservice teachers at the QUT Caboolture campus site in extension programs: Art Works, B-GR8, and Robotics Challenges. Findings showed that more opportunities for undertaking real-world experiences were perceived to assist the preservice teachers' praxis development. The partnerships between schools and the university provided primary students with opportunities to learn within the university setting, which promoted aspirations for attending a university.

*Keywords:* university-school collaborations, praxis, preservice teachers, partnerships

## ***Funds of Knowledge for Teaching: Homework Tutoring as Situated Practice for Pre-service Teachers***

**Author:** Kirsten Hutchison

**Affiliation:** School of Education, Deakin University.

**Email:** [kirsten.hutchison@deakin.edu.au](mailto:kirsten.hutchison@deakin.edu.au)

**Presentation Format:** Paper

The increasing cultural and linguistic diversity in schools in a globalised world is one of the most crucial challenges for educators. Despite the imperative to re-design teacher education to respond productively to difference, research suggests that pre-service teacher education devotes relatively little attention to the development of pedagogies for teaching within cultural and linguistic diversity (Miller, Kostogritz & Gearon 2009). Beginning teachers frequently have simplistic understandings of students from culturally and linguistically diverse student backgrounds (Santoro, 2009), and limited opportunities to work with a variety of cultural groups during their teacher training. This paper reports on a multi-sited ethnographic study of the pedagogical relationships and learning opportunities created when pre-service teachers participated as voluntary tutors in homework programs. The research findings reported on in this paper explore the affordances of tutoring in community and school-based homework support programs for the development of pre-service teachers' pedagogical understandings of Languages Other Than English (LOTE) students' language and literacy learning needs, for the formation of professional identities and for an expansion of repertoires of practice. Research techniques involved field observations, audio and video recording of pre-service teachers during their interactions with students as they provided homework assistance. Pre-service teachers also completed surveys, participated in interviews, focus group discussions and created digital stories of their tutoring experiences. Drawing on the theoretical perspectives of Bourdieu, and New Literacy Studies (Barton & Hamilton, 1998; Gee, 2000; Street, 1995) the analysis explores the extent to which the pre-service teachers became aware of the actual and symbolic power of language, and following Britzman (1998, 2003) traces the emergent tensions between the pre-service teachers' previously unconscious personal beliefs about teaching and learning and their experiences of tutoring culturally diverse students. The paper argues that participation in homework tutoring programs offers a rich opportunity for pre-service teachers to critically reflect on "'ethnic self' in relation to 'ethnic other'" (Santoro, 2009) and provides a foundation for the development of pre-service teachers' understandings about inclusive pedagogies and teaching for diversity.

*Key words:* pre-service teacher education, tutoring, diversity, homework.



***Problematizing perspectives on partnerships: A critical review of a successful partnership***

Lai Kuan Lim, Helen Hooper, Lynette Ireland & Trina Jackson

James Cook University

Email: [Laikuan.lim@jcu.edu.au](mailto:Laikuan.lim@jcu.edu.au); [helen.hooper@jcu.edu.au](mailto:helen.hooper@jcu.edu.au); [lynette.mackay@jcu.edu.au](mailto:lynette.mackay@jcu.edu.au);

[trina.jackson@live.com.au](mailto:trina.jackson@live.com.au)

Presentation format: Paper Presentation

This paper reports on a successful cross-institution partnership in developing an online induction in core academic skills (iCAS) for first year pre-service teachers in James Cook University. The success is evidenced by its timely completion of the project with limited funding and a tight timeline amidst natural and technological disasters, firmer collegial relationships and strong positive student feedback of the program. This critical reflection of the successful partnership draws on literature in collaboration in higher education for two key purposes: firstly, to analyse the historical and institutional discursive practices that breed silo academics, and secondly to illuminate the conditions that enable and constrain partnerships particularly in a context with market driven modes of accountability.

Through this reflective analysis of the literature to review the success of this cross-institution collaboration, we propose that notions of 'collaboration', 'collegiality', 'partnerships' constructed in bureaucratic social efficient discourse exacerbates silo cultures and 'contrived collegiality' in academia, while supportive institutional structures and leadership that intentionally and unintentionally create collaborative space by celebrating individual expertise in the academic community makes more apparent the value of collaborating to augment the breadth of knowledge and expertise available to an individual.

Our analysis then casts attention on the first year experience literature that supports a holistic approach involving cross-institution partnerships (Kift, 2009, Kift & Nelson, 2005) , and concludes with a proposition that if teachers, and education academics were indeed entrenched in silo cultures, what conditions would facilitate the productive disruption of such dispositions?

## ***School Partnerships to Enhance Science Teacher Education***

Mellita M. Jones

Australian Catholic University

[Mellita.jones@acu.edu.au](mailto:Mellita.jones@acu.edu.au)

Presentation format: Paper Presentation

This research project aimed to provide fourth year Bachelor of Education (Primary) students in a core Science Education unit an opportunity to gain dedicated science teaching experience through partnerships with local primary schools in order to improve their attitudes towards primary school science and their self-efficacy beliefs as science teachers. Studies have shown that in the primary years, science is often taught in a disconnected fashion or not at all, an outcome attributed to the low levels of confidence many teachers have in their science knowledge and ability to teach it (Appleton, 2003; Goodrum, Hackling & Rennie, 2001; Keys, 2005). Bandura (1977) argues that one of the most powerful sources of efficacy information is that of mastery experience. In teacher education contexts, gaining *authentic* mastery experience requires partnerships with schools to ensure preservice teachers (PSTs) are able to gain access to the environments and levels of children they are learning to teach.

In this project PSTs were required to work in small groups to create a 5 week mini-unit of science. They implemented their mini-units in schools and assessed and reported on students' learning. Time in lieu of university class-time over the necessary 5 week period was provided to do this. The planning and reporting formed a large component of assessment in the science education unit. Upon the conclusion of the project, PSTs completed an evaluation of their experience. These were used to analyse the effectiveness of the experience in building efficacy belief in PSTs and impact on attitudes towards primary school science. Findings indicated that a statistically significant difference at the  $p < 0.01$  level occurred in PST's attitudes towards and confidence to teach science after the school partnership experience. The variability in responses also decreased significantly ( $p < 0.01$ ) indicating that there was a more consistently high level of attitude towards and confidence to teach science after the teaching experience.

This project suggests that providing PSTs opportunities to teach science in authentic settings through university-school partnerships can begin to overcome concerns in the literature regarding primary teachers' efficacy beliefs in their science teaching ability and the impact this is suggested to have on the prevalence and nature of science in the primary curriculum.

*Key Words:* Science Education; Teacher Education; University-school partnerships; efficacy experience

***Psychotropic medication in the classroom: How should teacher education students be informed about this complex dilemma?***

Brian Kean

Southern Cross University

Email: [brian.kean@scu.edu.au](mailto:brian.kean@scu.edu.au)

Presentation format: Paper Presentation

The 21<sup>st</sup> Century classroom contains a significant percentage of children diagnosed with psychiatric disorders including ADHD, Asperger's Syndrome, Depression, Conduct Disorder, Oppositional Defiance Disorder and Bipolar Disorder. With complex new psychiatric diagnoses currently being developed in the Diagnostic and Statistical Manual of the American Psychiatric Association – Fifth Edition (DSM-V), including multiple sub-typing of ADHD, the challenge for teacher education is to come to terms with and provide adequate philosophical and pedagogical knowledge to beginning teachers to assist them with the challenging individual and classroom situations they will now confront. The complexity of the symptoms, associated with the various diagnoses, combined with the ill-defined effects of medications on learning and behaviour create diverse challenges for teachers.

The approaches to dealing with this new paradigm of children and adolescents under the influence of complex medication regimes have been dominated by hegemonic medical ideologies. Pedagogical and classroom behaviour management strategies have been less well defined. This paper reviews research studies to date in terms of the effects of psychotropic substances on learning and behaviour, outlines the potential benefits and limitations of medication intervention, and reviews the ethics involved from a teacher education perspective and for the classroom practitioner.

What do beginning teachers need to be taught about this complex situation that they will confront on a daily basis? What role do teachers play or are coerced to play in dealing with new definitions of disability that are not traditionally recognised by special education services? Resources to support teachers and beginning teachers, in this area, are minimal and informed knowledge is crucial. However does the domain of teaching go beyond the boundaries of learning and behaviour and now extend to a paramedical model in terms of the teachers' role?

*Keywords:* Teacher education, ADHD, psychiatric diagnoses, behaviour, pedagogy

## **Meeting the Needs of Cultural Diversity**

Author: Kate Keeley ([catherine.keeley@sydney.edu.au](mailto:catherine.keeley@sydney.edu.au)), the University of Sydney with Arety Dasaklis, Principal Birrong BHS, Amanda Myer and Karen McGregor, teachers Birrong BHS.  
Innovation Showcase

This paper looks at the ways EDSE 5010 Meeting the Needs of Cultural Diversity, a twelve credit point unit in the combined Education/Arts program at the University of Sydney reflects the vision of *Villegas and Lucas (2002)* 'of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process. In this vision, culturally responsive teachers (a) are socioculturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while stretching them beyond the familiar.

The research for this paper is based on final year USYD secondary pre service teacher's experience of a joint Birrong BHS and University of Sydney partnership where these final year students learn about meeting the needs of cultural diversity in a culturally diverse school located in western Sydney. These students are spread across KLAs and all are in the fifth year of a combined Bachelor of Education/Bachelor of Arts program. The participants were from a variety of age groups and included both female and male participants. This is a qualitative study based on three phases. The first involved a questionnaire on prior learning and perspectives brought to the unit of study administered at the beginning of the semester. Secondly, a further questionnaire administered at the conclusion of their experiences in the unit of study. Finally each student had the opportunity to participate in an interview. These semi structured interviews were chosen so that the participants could share their experiences, and give their opinion. The semi structured interview approach allowed the researcher the chance to ask further questions in order to understand this. It allowed the unanticipated to be taken into account. There were twenty participants.

## ***'Fostered not Forced'***

Laetitia Kilpatrick, Tony Loughland & Myra Wearne

University of Sydney & North Sydney Demonstration School

Email: [Laetitia.Kilpatrick@det.nsw.edu.au](mailto:Laetitia.Kilpatrick@det.nsw.edu.au)

Presentation format: Roundtable discussion

Current Australian Federal Government policy in relation to the control and regulation of professional learning and partnerships reflects the instrumentalism that pervades official discourse in education. This paper presents the case of a school-university partnership that was established in a different era and continues to thrive with a framework that seeks to 'foster' rather than 'force' collaboration between all of the participants. With a deep focus on innovation over rhetoric, productive learning discussions on pedagogy fuel a 'demonstration' school partnership identity focused on the collaborative reflective and critical processes involved in the teaching and learning cycle. Mutual benefits for all stakeholders are a result of multifaceted, reciprocal and rich relationships. This framework challenges the validity of the data-driven model that underpins the current national partnership policy in Australia.

The varied programs, models and relationships that constitute our partnership will be presented and explored in this paper. We argue that our practice architecture that has been in practice for 36 years fosters discussion, debate, curriculum innovation, research and experimentation for all stakeholders including, staff, students, parents, tertiary educators and researchers (Robinson, 2002, p.86). Celebrating a 36-year partnership, this unique school case study reflects the potential of democratic professionalism and teacher agency operating within the constraints of state policy (Loughland, 2010, p.9).

*Keywords:* professional partnerships, teacher education, professional experience, educational policy

## ***School Co-ordinators: Essential Partners for Quality Professional Experiences***

Associate Professor Rosie Le Cornu

University of South Australia

[rosie.lecornu@unisa.edu.au](mailto:rosie.lecornu@unisa.edu.au)

Paper presentation

It is widely accepted that professional experience or practicum is ‘a critically important part of teacher education courses and is consistently valued highly by student teachers’ (eg Ramsey, 2000; Teaching Australia, 2006; Parliament of Australia, 2007). In Australia and overseas there is a growing emphasis on teacher educators working in partnership with schools to construct professional experiences that maximise student teacher engagement and learning (Parliament of Australia, 2007).

The literature on professional experience in pre-service teacher education provides varied and detailed accounts of the roles of the Pre-service Teacher, the Mentor Teacher and the University Mentor (see for example, Gaffey & Dobbins, 1996; Guyton & McIntyre, 1990; Zeichner, 1999). However the School based Professional Experience Co-ordinator, usually the principal or deputy principal, has, according to Martinez & Coombs (2001), “been dismissed as an administrative outsider to the essential triad of pre-service supervision” (p. 275). Consequently the Co-ordinator’s role has received very little attention in the literature. The study on which this paper is primarily based fills a gap in the existing literature on professional experience with its focus on the *School based Co-ordinator role*.

The data for the study come from individual interviews and a focus group involving six primary School-based Co-ordinators. The aim of the study was to identify the roles played by these Co-ordinators and to document their exemplary practices in supporting professional experience framed around *learning communities*. This paper presents some of the findings of this study. It will be seen that the School-based Professional Experience Co-ordinator is crucial to the successful implementation of professional experiences framed around learning communities. It will be argued that Co-ordinators are essential in developing ‘new’ school-university partnerships which are necessary in ensuring high quality professional experiences.

*Key words:* professional experience; school-based co-ordinators; school-university partnerships; practicum

***What's going on out there? Teacher experiences in isolated schools – lessons for teacher educators***

Graeme Lock, Fiona Budgen (Edith Cowan University), Grace Oakley (The University of Western Australia) and Ralph Lunay (Edith Cowan University)

Graeme Lock: [g.lock@ecu.edu.au](mailto:g.lock@ecu.edu.au)

Fiona Budgen: [f.budgen@ecu.edu.au](mailto:f.budgen@ecu.edu.au)

Grace Oakley: [grace.oakley@uwa.edu.au](mailto:grace.oakley@uwa.edu.au)

Ralph Lunay: [r.lunay@ecu.edu.au](mailto:r.lunay@ecu.edu.au)

Presentation format: Paper presentation.

This research investigated the experience of teaching in an isolated school. Data were obtained through structured and semi-structured interviews (Burns, 2000) with a total of twenty-three teachers whose experience of teaching in remote communities ranged from new graduates to several decades. Three research questions guided the investigation: What are the social-biographical characteristics of teachers in isolated schools? What are the characteristics of the schools? What are the professional and pedagogical aspects of their current position?

The interviews were conducted while the teachers were gathered at a central location for professional development workshops prior to the beginning of a new term. Participation was voluntary with teachers who wished to participate making an appointment to meet with one of three interviewers in a location that afforded the opportunity to speak openly (Wiersma & Jurs, 2005) with privacy. The twenty-three teachers who elected to be interviewed represented almost 80% of the teachers attending the workshops. The first stage of data analysis involved transcription of the interviews. All responses were then grouped by question, enabling the researchers to see the range of responses to each question. The responses were read and re-read several times in order to establish key themes. The data were then further coded (Cohen, Manion & Morrison 2007) into various sub-themes. Three broad themes emerged from the analysis: affective factors, professional factors, and professional benefits and challenges. Within each of these broad themes a number of sub-themes emerged and are discussed in detail in the paper. From this analysis a number of recommendations for teacher educators are derived.

The research uncovered some rich data that has implications for teacher educators. A number of teachers felt underprepared in terms of cultural awareness, appropriate pedagogical strategies, teaching English as a Second Language and the task of provisioning for an extended period of isolation.

*Key words:* teaching, remote schools, teacher education, remote environment

## ***Group work assessment design to facilitate task, group and relationship processes***

Katherine Main

Griffith University

Email: [k.main@griffith.edu.au](mailto:k.main@griffith.edu.au)

Presentation format: Paper Presentation

Groupwork in university settings has been advocated for a number of reasons including (a) enhancing both the learning of knowledge and the learning process (Mutch, 1998), (b) higher student achievements, (c) increased social support, and (d) increased cooperative and collaborative skills (Berge, 1998). However, in many cases, group work assignments are set with a “sink-or-swim” approach from those who design them: The task is set but the process is unframed.

Many studies of student groups have focussed on the result or grade of the product output of the group as a measure of the effectiveness of teamwork being “taught.” However, this focus on students’ output has revealed the quality of the end product but has done little to explore or assess the process or skills employed by individuals necessary for task completion or, in deed, whether or not the task has required students to develop group work skills. How group tasks are designed may have a direct cause and effect relationship to the fundamental skill acquisition of the different process learning expectations that have been the impetus, in many instances, for the inclusion of group work projects.

This study examines how assessment design can facilitate skill development in the processes necessary for effective group work, namely, task, team and relationship processes. Initial results presented are from data were collected through a survey that focused on participants’ perceived attitude towards, knowledge about and skill levels in group work projects, reflective journals (based on participants’ group work experience) as part of their host course work assessment and small focus group discussions at the end of semester. Findings will be used to develop a framework for group task design to promote the development of skills in each of the three process areas.

*Keywords:* Assessment, group work, cooperation and collaboration, graduate skills



***Frameworks of practice: Using theories of practice to investigate teaching and teacher education***

Donna Mathewson Mitchell

Charles Sturt University

Email: [dmmitchell@csu.edu.au](mailto:dmmitchell@csu.edu.au)

Presentation format: Paper Presentation

Knowledge-based approaches to teacher education are being increasingly challenged by assertions of the need for practice to be at the core of teacher education curriculum (Grossman, Hammerness and McDonald, 2009; Grossman and MacDonald, 2008; Ball and Forzani 2009). Such discussion reflects an acknowledged 'practice turn' in contemporary theory across a range of disciplines. Given the amplification of interest in practice there is a need to develop understandings of practice in relation to teaching, teacher education and directions for research.

In this presentation I outline the foundations of a research program that is responding to, and exploring, the importance of practice. This program represents the beginning of a research agenda that will augment the limited body of literature that exists in relation to teaching in visual arts education (Davis, 2008). While the focus of the research program is on teaching practice in visual arts education, the aim of this presentation is to investigate wider implications for teaching and teacher education. Drawing broadly on the work of Schatzki (1996), Reckwitz (2002), van Manen (2007), Green (2009), and Kemmis (2009), I will explore practice as an integrative concept that moves between the dichotomies of objective/subjective, local/global, visible/invisible, routinised/artful, observable/tacit, and cognitive/pathic, allowing for the consideration of the totality of the lived experience of teaching. From this foundation, theoretical principles regarding the nature of teaching practice are developed. A methodological framework, based on collaborative inquiry and engaging the dual voices of academic researcher and classroom practitioner, is derived from these principles. Examples are offered of the way the conceptual framework, theoretical principles and methodological framework have been activated in the first stage of the research program. Initial findings indicate the value of practice for collaborative research partnerships that explore teaching practice and potentially inform debates in teacher education.

*Keywords:* practice, teaching, teacher education, visual arts

## ***Investigating the effectiveness of teacher education for early career teachers in diverse settings: A longitudinal study***

Diane Mayer, Andrea Allard, Richard Bates, Mary Dixon, Brenton Doecke, Phillipa Hodder, Alex Kostogriz, Bernadette Walker-Gibbs (Deakin University), Simone White (Monash University), Leonie Rowan, Claire Wyatt-Smith (Griffith University).

Discussant: Professor Jean Murray,

Emails: Diane Mayer <[diane.mayer@deakin.edu.au](mailto:diane.mayer@deakin.edu.au)>, Andrea Allard <[andrea.allard@deakin.edu.au](mailto:andrea.allard@deakin.edu.au)>, Richard Bates <[rbates@deakin.edu.au](mailto:rbates@deakin.edu.au)>, Mary Dixon <[mary.dixon@deakin.edu.au](mailto:mary.dixon@deakin.edu.au)>, Brenton Doecke <[brenton.doecke@deakin.edu.au](mailto:brenton.doecke@deakin.edu.au)>, Phillipa Hodder <[phillipa.hodder@deakin.edu.au](mailto:phillipa.hodder@deakin.edu.au)>, Alex Kostogriz <[alex.kostogriz@deakin.edu.au](mailto:alex.kostogriz@deakin.edu.au)>, Bernadette Walker-Gibbs <[bernadette.walker-gibbs@deakin.edu.au](mailto:bernadette.walker-gibbs@deakin.edu.au)>, Simone White <[simone.white@monash.edu](mailto:simone.white@monash.edu)>,

### **Symposium Overview:**

This symposium will present the early phases of an ARC Linkage funded project investigating the effectiveness of pre-service teacher education programs in Victoria and Queensland in preparing teachers for the variety of school settings in which they are employed as they begin their careers. The quality of teacher education is a matter of continuing concern in Australia, as shown by the succession of reports on teacher education over the past decade (e.g. Committee for the Review of Teaching and Teacher Education, 2003; Education and Training Committee, 2005; House of Representatives Standing Committee on Education and Vocational Training, 2007; Ramsey, 2000). Professional associations, employing jurisdictions, state regulatory authorities and now national organizations like AITSL are defining professional standards for entry into the profession, progression within the profession, as well as for recognition of higher levels of accomplishment. This activity has both informed and been informed by teacher education practice, as well as provisional teacher registration, induction and full registration procedures.

All this has occurred against a background of some public disquiet about the quality and effectiveness of pre-service teacher education and a popular perception (as evidenced by the opinion pages of any daily newspaper) that teacher education falls short in preparing graduates for the challenges of teaching in the diverse settings in which they are employed. This project brings together key stakeholders with diverse perspectives in order to build a coherent, evidence-based body of knowledge regarding the preparation, induction and retention of quality teachers. The research community in Australia is currently not able to inform teacher education policy and practice with evidence from broad-based and comprehensive studies like the one being proposed here.

The project is investigating the following questions:

- How well equipped are teacher education graduates to meet the requirements of the diverse settings in which they are employed?
- What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings?
- How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?

### **Paper 1 - Research on teacher education: The research we have to have**

(Diane Mayer, Andrea Allard, Richard Bates)

In the United States, Grossman has suggested that 'as researchers and practitioners in the field of teacher education, we seem ill prepared to respond to critics who question the value of professional education for teachers with evidence of our effectiveness' (2008, p.13). In the United States, and even more so in Australia, major research grants are rare in the field of teacher education and therefore teacher educators study their own teacher education programs. As a result, the research literature is dominated by a large number of small scale and disconnected studies of teacher education practice. From these studies, teacher educators have learnt a great deal about the curriculum of effective teacher education (its coursework, field experiences, assessment, and pedagogical approaches), but a significant gap remains for high quality, larger scale research into teacher education and its effectiveness (Cochran-Smith & Zeichner, 2005; Lasley, Siedentop, & Yinger, 2006).

Some studies purport to establish the effectiveness of teacher education by comparing things like the student learning outcomes of teachers with various types of qualifications. For example, Darling-Hammond, LaFors and Snyder's (2001) review of studies of student achievement concluded that 'teachers' qualifications, based on measures of knowledge and expertise, education, and experience, account for a larger share of the variance in students' achievement than any other single factor, including poverty, race, and parent education' (p.10). However, what that widely cited review does not address is the question of how teacher education specifically adds value to early career teachers' effectiveness, beyond acknowledging that qualifications are significant. The issue is: can early career teachers' effectiveness be tracked back to their teacher education programs and the particular characteristics of those programs?

Two recent studies in the United States have raised such questions and are in the process of examining them. One is a study in New York City involving a team of researchers who are examining a number of different pathways into teaching, the characteristic of those programs and the impact of their characteristics on a range of things, including student achievement in reading and mathematics (Boyd, et al., 2006). The other is a study in Ohio (Lasley, et al., 2006) and is similarly ambitious in its scope and its goal to identify the impact of teacher education programs on teacher effectiveness. These studies highlight the scale needed for anything valid or generalisable to emerge from such inquiry, as well as the range of variables that need to be considered in order to say something meaningful about the value added by teacher education.

## **Paper 2 - Investigating the effectiveness of teacher education: The current Australian policy context.**

(Brenton Doerke, Alex Kostrogriz, Diane Mayer, Richard Bates)

This project addresses in a timely manner the current context of educational reforms in Australia, focussing on the need of how best to prepare teachers who demonstrate knowledge, resiliency, agility and ethics in planning, teaching and assessing for students' learning in diverse settings. There is currently an historic convergence of national agendas including national curriculum (Australian Curriculum, Assessment and Reporting Authority (ACARA), national testing (National Assessment Program for Literacy and Numeracy (NAPLAN), My School website), and the Improving Teacher Quality National Partnership (TQNP) program in which national professional standards for teachers, national accreditation of teacher education programs, and alternative pathways to teaching (Teaching Australia) are being developed and implemented under the auspices of the Australian Institute for Teaching and School Leadership (AITSL) and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

However, employing authorities need to staff schools in a variety of communities, ranging from remote Indigenous settlements to metropolitan schools catering for an influx of young people from refugee communities. Recent OECD Programme for International Student Assessment (PISA) and NAPLAN results show that there is a huge discrepancy between schools. In this complex overlay of educational reforms and imperatives to ensure high levels of student learning outcomes as measured by standardized testing, teaching is being recognized as increasingly complex. Thus, challenging curriculum expectations and increasingly diverse learners mean that teachers need to be more sophisticated in their understanding and flexible in response to specific learning contexts, rather than implementing set routines. What do we know about the effectiveness of teacher education to prepare teachers to be able to do this? Given the pace of educational reforms in Australia at the moment, it is timely to review teacher education in this country, to build a robust evidence base, and particularly to investigate its effectiveness in equipping early career teachers with the capacity to meet the learning needs of young people in a diverse range of school settings.

### **Paper 3 – Researching teacher education: An iterative research design**

(Mary Dixon , Leonie Rowan, Claire Wyatt-Smith)

Methodologically, this study features the interplay between large-scale quantitative data methods and small-scale qualitative case studies. By utilising a research design that works between the specificities of case study and large-scale surveys, we are constructing a deeper understanding of the ‘big picture’ of early career teachers’ experiences and their links to their pre-service teacher education programs. This design reveals how these play out with both the specifics of particular teacher workplaces and histories of professional learning. The study brings together significant data sets and is innovative in the ways that the different data are being used iteratively. The case studies are producing new insights regarding how early-career teachers draw on professional knowledge, practice, engagement and ethics to effect and enhance students’ learning. From mapping what new graduates gain from their pre-service preparation and the transition years, this new knowledge can be used to design teacher education programs that better prepare ‘work ready’ educators. Most often, mixed methods approaches follow a sequential explanatory design where the quantitative data is collected and analysed, then supported by qualitative data. Some projects use mixed methods for triangulation or have one method embedded within another (Creswell, 2003, p.210). This project employs a recursive strategy as first year case study data informs first year survey instruments. In the following year, first year survey findings inform second year case study foci. This pattern continues over the three-year data collection period. Each of the methods will also produce stand-alone findings. The quantitative data and its analysis stands on their own. Similarly, the qualitative data and analysis stands on its own.

### **Paper 4 – Researching teacher education: Working with industry partners**

(Bernadette Walker-Gibbs, Simone White, Ruth Newton (VIT), Phillipa Hodder)

This project has emerged from a strong partnership involving two professional regulation authorities (the Victorian Institute of Teaching (VIT) and the Queensland College of Teachers (QCT)), two state departments of education (the Victorian Department of Education and Early Childhood Development (DEECD) and the Queensland Department of Education and Training (QDET)) and two schools of education who offer teacher education degrees (Deakin University School of Education in Victoria and Griffith University Faculty of Education in Queensland). The academics and industry partners (DEECD, QDET, VIT, and QCT) were engaged in sustained dialogue to agree on the goals of the project as well as the research questions and innovative research design, reflecting a strong joint commitment to collectively interrogate the conditions under which pre-service teacher education is currently conducted in Victoria and Queensland and the effectiveness of the various programs which are in place.

A consequence of this is that a strong partnership is at the heart of this project which means that for the first time in Australia a comprehensive and collaborative, evidence-based approach is possible to address important questions about preparing quality teachers. Through sharing stakeholder databases as well as in engaging in meaningful partnerships across the various sectors it will be possible to track which graduates from which types of teacher education programs are registered to teach and plot where recent graduates are employed to teach and in what types of schools. This project therefore contributes to the knowledge of the role in which Universities potentially have in facilitating meaningful partnerships between various education stakeholders with diverse perspectives in order to build a coherent, evidence-based body of knowledge regarding the preparation, induction and retention of quality teachers. This means that each partner will be brought up to date with new knowledge that will inform the providers of teacher education and the teacher quality, professional accreditation and standards debates at a national level.

***An Investigation into Effective Teaching and Learning Approaches That Enhance Student Attendance and Participation in On-Campus Lectures and Tutorials***

Presenter: Dr Helen McGrath, School of Education, Deakin University,

[helenmc@deakin.edu.au](mailto:helenmc@deakin.edu.au)

Presentation Type: Paper Presentation

Many have argued that low rates of student attendance at on-campus lectures and tutorials appear to be a growing trend in tertiary education (eg Massingham & Herrington, 2006;McInnis, 2003) and that this pattern is indicative of low levels of student motivation and engagement. An increasing number of research studies have also suggested that poor student attendance predicts lower academic outcomes, higher levels of dropping out and lower levels of student satisfaction and that this is especially so for students from non-traditional backgrounds, perhaps because they lack 'cultural capital' to draw on (Donathan, 2003). This is of particular importance for staff working in preservice teacher education as it reflects similar issues that have been identified in schools and has implication for academic staff satisfaction and recruitment This project aimed to identify specific and transferable teaching and learning practices that have the power to increase student attendance at, and engagement with, on-campus lectures and tutorials., levels of professional competence in the classroom and retention in the profession. All academic staff across four schools (one of which was the School of Education) in one Faculty of Arts and Education in one university were invited to participate in an online survey about issues related to student engagement and attendance at on-campus mass lectures and small group tutorials. The survey consisted of both structured and open-ended questions relating to their views about the importance of attendance at on-campus classes, their observations about current rates of student attendance at both mass lectures and small group tutorials and their perceptions of the approaches to teaching and learning that they had found to enhance student engagement and attendance. One hundred and six lecturers responded to the survey and focus group discussions were held with ten of these respondents to gain a deeper and more detailed understanding of the themes were identified from the survey. A picture emerged of declining student attendance which staff were addressing through a range of effective and transferable strategies as outlined in this presentation.

*Keywords:* Engagement Attendance Participation Relationships

## ***Innovative Approaches to Developing Pre-service Students' Understanding and Competencies linked to the Revised National Safe Schools Framework***

### **Key Participants**

1. Dr Helen McGrath, School of Education, Deakin University (and one of the developers of the revision of the National Safe Schools Framework )

2. Dr Claire Spicer, School of Education, Deakin University

Presentation Type: Paper Presentation

On December 8th, 2010 the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed the Revision of the original 2003 version of the National Safe Schools Framework. The revised framework was then launched in Brisbane on March 18th, 2011 by the Commonwealth Minister for Schools, Peter Garrett. The overarching vision that is supported by the framework is that '*All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing*'. The first part of the framework outlines a set of nine key elements for the development and maintenance of a safe and supportive school. The accompanying extensive online Resource Manual provides support and direction for the implementation of these elements through the provision of a range of specific evidence-informed practices and an extensive literature review. The 2011 Revised Framework has added a strong focus on the importance of student wellbeing and also addresses evolving issues for Australian schools such as cybersafety, cyberbullying and covert bullying (e.g. Cross et al, 2009; McGrath, 2009). The framework has significant implications for the forthcoming National Professional Standards for Teaching and hence for pre-service teacher education. Graduating students will need not only to be familiar with the overall framework but also have the required competencies for incorporating it into their approaches to teaching and student welfare. This showcase identifies the key features of the framework that have particular relevance to teacher education and discusses effective strategies:

- For familiarising academic staff in pre-service teaching courses with the importance of the framework and its elements
- For supporting academic staff to address and embed the key elements of the framework in both general and specialist units using a range of innovative but evidence-informed teaching approaches based on the meta-analytic work of researchers such as Hattie (2009) and Marzano (2001).

**Keywords:** Safety Wellbeing Respectful Relationships

**csuPRAC [*Programming, Relationships And Communication*] in pre-service teacher education**

Assoc. Prof Jane Mitchell

Ms Denise Wood

Ms Rhonda Hoare

Ms Maria Bennet

Dr Kay Owens

Faculty of Education, Charles Sturt University

[jmitchell@csu.edu.au](mailto:jmitchell@csu.edu.au)

In 2011 the Faculty of Education at Charles Sturt University introduced an initiative designed to improve the quality of engagement in the on-campus experience and the professional skills of teacher education students in the first year of their primary and early childhood courses. The initiative, **PRAC [*Programming, Relationships And Communication*]**, has been designed with a threefold purpose:

1. To provide incoming pre-service teachers at the Bathurst, Wagga and Dubbo campuses with an opportunity to practise and develop a set of core teaching skills across key learning areas **before** they enter a school or other practice setting for formal professional experience and assessment;
2. To enhance the academic and professional engagement, confidence and competence of first year students and on our own processes of community building within and across campuses; and
3. To build community and connection between students, staff and campus-based learning.

Central to the PRAC program is a compulsory 4 hour **Study of Teaching** program each week during the first session of the course. Using a coaching and learning-study model, this program provides an opportunity for students to observe demonstrations of teaching practices that are seen as central to the work of primary teachers in schools. They are then supported to focus on, practise and refine their own skills in some of the core 'component parts' of the practice they have observed in a safe and supported environment and begin to evaluate and judge their own performance in comparison with the model and peers.

The PRAC initiative builds on international research in the areas of lesson study (Grossman et al., 2008, 2009; Lo Fu, 2009). The initiative allows students repeated opportunities to design, practise, review, and re-design 'teaching' episodes in supportive peer settings, mentored by university staff and classroom teachers. Underpinning the opportunity to practise teaching is a broad concern to build an ethic of professional **identity, engaged commitment** and **collegial activity** within the 2011 beginning cohort.

This Showcase session will provide the background to the program, discuss the implementation, and provide some initial evaluative data related to the operation of the program.

***Mathematics for Initial Teacher Education Students (MITES): Developing self-efficacy and competence in Mathematics and teaching Mathematics***

Beverley Moriarty

Charles Sturt University

Email: [bmoriarty@csu.edu.au](mailto:bmoriarty@csu.edu.au)

Presentation format: Paper Presentation

There are a number of reasons why initial teacher education students in the early childhood and primary fields may lack confidence and competence in mathematical problem-solving when they arrive at university. Despite their levels of achievement in high school mathematics, it is usually some time since initial teacher education students were directly involved in solving mathematical problems at the early childhood or primary levels and this distance can impact on students' levels of competence and self-efficacy in relation to solving mathematical problems and teaching at these lower levels. It is disturbing, however, that Brady and Bowd (2005) found that teachers who lack confidence in teaching mathematics often site not just lack of knowledge but negative experiences in their own mathematics education for their anxieties. It was also found that teachers who are anxious about teaching mathematics have the potential to pass on their anxieties to their own students. The needs of initial teacher education students, therefore, can range from those needing to revisit mathematical concepts briefly to re-familiarise themselves with those concepts to those needing to learn or re-learn material that was once the centre of negative and anxious experiences in their own mathematics education.

This paper will provide the theoretical framework on self-efficacy and its measurement, drawing on the seminal work of Bandura (1986) and more recent research in the area of mathematics, as a background to describing the Mathematics for Initial Teacher Education (MITES) project. How self-efficacy is assessed in the project (Moriarty, 2008) and the impact of an intervention on students' levels of self-efficacy with regard to solving mathematics problems and teaching others to solve problems will be discussed.

*Keywords:* Pre-service teacher self-efficacy; Mathematics for Initial Teacher Education (MITES); mathematics self-efficacy



***Partnerships between universities and schools matter to teachers.***

Debbie Neal

La Trobe University

Email: [d.neal@latrobe.edu.au](mailto:d.neal@latrobe.edu.au)

Presentation format: Paper Presentation

There is ample research arguing that crucial to improving the quality of the practicum experience is a school-university partnership. A plethora of Australian Government Reports link practicum outcomes to partnerships (Commonwealth of Australia, 2007; Commonwealth of Australia, 2003; Commonwealth Department of Education Science and Training, 2002; Ramsey, 2000). There has been also substantial research on school-university partnerships both in isolation and in relation to the practicum (Adams & Tulasiewicz, 1995; Ferrier-Kerr, 2007; Korthagen, Loughran, & Russell, 2006; Miller & Hafner, 2008; Russell & Flynn, 2000; Stephens & Boldt, 2004; Thorkildsen & Scott Stein, 1996). A decade of reports has reinforced the view that preservice teachers and graduate teachers all declare the practicum to be the most valued component of their teacher education. However, there have also been a number of government reports lamenting the 'difficulties in finding a sufficient number of placements' and the lack of or little incentive for teachers to take on the role of supervising teachers (Commonwealth of Australia, 2007, p. 70). Consistent with this perceived reluctance by teachers to become involved in supervision, the research literature gives the impression that teachers generally were overwhelmed with the many requirements of the profession and did not welcome more demands from universities regarding the practicum experience. As Brady (2002, p.6) says, 'teachers are currently overwhelmed with the expectations of their role'. Specifically in relation to the practicum, Martinez and Coombs (2001, p. 286) say that teachers 'often see their work in preservice teacher education as a 'favour' to the university, where they believe the real responsibility lies.' In addition, there have been some long held assumptions around the theory and practice divide between universities and schools associated with the practicum, which have generated mistrust between schools and universities (Vick, 2006). These conflicting perceptions support the notion that universities are not highly regarded for their role in teacher preparation.

This paper reports on an un-expected finding from research conducted into partnerships between universities and schools. Quantitative and qualitative data will be presented from a convenience sample of currently practising teachers. The teachers were surveyed on issues associated with their own experiences of university-school partnerships and the relationship between the nature of the partnership and quality practicum outcomes. The survey findings indicate for this group of teachers that partnerships do matter to teachers and furthermore that the teachers desired a more proactive role in the practicum.

*Keywords:* university-school partnerships, practicum, teachers' views, survey research

***Teacher Education Research and Innovation in Australia: Building Bridges to Educational Research in Australia***

Wendy Nielsen and Garry Hoban

University of Wollongong

Email: [wnielsen@uow.edu.au](mailto:wnielsen@uow.edu.au), [ghoban@uow.edu.au](mailto:ghoban@uow.edu.au)

Presentation format: Paper

In 2010, a new Special Interest Group [SIG] within the Australian Association for Research in Education [AARE] was introduced. The aim of the new SIG is “to explore the field of teacher education research within the broader context of educational research in Australia” (AARE Special Interest Group Proposal, 2010). Our first meeting at AARE in December, 2010 included interested colleagues from around the world, representing diverse areas of research within teacher education. We aim to build on this diversity as the SIG grows, and extend our reach outward to North America and the UK. Starting in 2011, the Teacher Education Research and Innovation in Australia [TERI-A] SIG of AARE, creates a new venue and outlet for research in teacher education. There will be dedicated conference sessions and a full day pre-conference to meet and upskill members in aspects of teacher education research as part of the annual meeting of AARE. Additional networking opportunities through the wider connections possible at AARE. Complementary to ATEA, TERI-A, as a new SIG in AARE, provides an additional outlet for research in teacher education and a voice for teacher education research at the national peak body for educational research in Australia. This ATEA forum presentation will introduce TERI-A to colleagues in ATEA and initiate a conversation where we consider synergies, shared research interests and dialogue within the teacher education research community as a means to build a wider and stronger network as part of the community of educational researchers in Australia.

*Keywords:* Teacher education research, educational research, networking, collaboration

***Mentoring Perspectives among Supervising Teachers: Preliminary Australian data from the Mentoring Perspectives Inventory***

Wendy Nielsen, Sarah O'Shea and Anthony Clarke

University of Wollongong and University of British Columbia

Email: [wnielsen@uow.edu.au](mailto:wnielsen@uow.edu.au), [saraho@uow.edu.au](mailto:saraho@uow.edu.au) [anthony.clarke@ubc.ca](mailto:anthony.clarke@ubc.ca)

Presentation format: paper presentation

This paper presents preliminary findings from an Australian sampling of supervising teachers, all associated with the University of Wollongong, who took the *Mentoring Perspectives Inventory* [MPI] (Clarke & Collins, 2009a) as part of an initial exploration of their own supervisory practices when they work with student teachers. The MPI is a statistically valid instrument developed at the University of British Columbia that provides individual ratings on several dimensions of supervisory practice and enables individuals to, "identify aspects of that work that you find particularly rewarding or satisfying as well as other aspects that may be challenging or problematic" (Clarke & Collins, 2009b). There are two large domains of items on the MPI: 1) Challenges, and, 2) Rewards and Motivators. Clusters of items in each of these domains offer a detailed window into individual perspectives on such challenging issues as providing clear guidance for student teachers, or policies and procedures on advising. Aspects of mentoring practice that are rewarding and motivating include benefits from improving one's own teaching practice, or renewing the profession while contributing to a new generation of teachers. There are five clusters of Challenges and six clusters of Rewards & Motivators that are detailed in the MPI, with a total of 84 items.

This paper presentation will summarize data from the preliminary study across the two large categories of Challenges and Rewards & Motivators. It is interesting to note that the Rewards & Motivators consistently outweigh the Challenges in both criticality and overall importance. During the presentation, discussion will ensue about implications for beginning to understand one's own perspectives on mentoring student teachers and how the personal balance of Motivators vs. Challenges is an important component of professional development for supervising teachers.

*Keywords:* Supervising teachers, professional knowledge, mentoring, mentoring perspectives

## ***A creative and connected pedagogy for preservice teacher learning***

Mia O'Brien

University of Queensland

Email: [mia.obrien@uq.edu.au](mailto:mia.obrien@uq.edu.au)

Presentation format: Paper Presentation

For preservice students, the decision to become a teacher is often based on naïve yet highly-valued views of self-as-teacher. These views are drawn from autobiographical experiences of schooling (Lortie, 1974) that are challenging to reconstitute (Korthagan & Vasalos, 2005). Research suggests that coaxing students into the kinds of rich pedagogical practices and beliefs that are valued (and needed) in today's classrooms can prove intimidating to closely held personal beliefs and boundaries (Britzman, 2003; Korthagan, 2004; Korthagan & Vasalos, 2005; Mayer, 1999). Preservice teacher learning is in many ways a process of identity renegotiation and reconstruction (O'Brien & Dole, *in press*). Facilitating student's focused attention on their 'teaching identities' invites pedagogical practices that enable the exploration of that identity in a range of contexts and through multiple lenses.

This paper reports on the development of an arts-rich pedagogical approach designed to facilitate sustained engagement in preservice teacher's emergent sense of 'self' as teacher. The approach is informed by the theoretical tenets of learning and aesthetics in the Arts (Dewey, 1934; Eisner, 2002; Greene, 2000); by notions of pedagogical 'disruption' as a means to achieve personal transformation (Boler, 1999); and by the creative analytic processes that Richardson (1997) suggests can be effectively used to invite the opening up of fresh spaces for considering old assumptions. Could these principles be woven together to facilitate the development of preservice teacher's pedagogical identities and intentions?

To investigate this approach a design-based research methodology was employed (Cobb et al, 2003; Confrey, 2006). This methodology enables the reflexive investigation of theoretical tenets and analysis of their applicability within authentic, practice based settings (Reimann, 2010; Walker, 2010). This paper documents the implementation of this design within two different courses over a two cycles (semesters) each. Data is drawn from the teacher-researcher's reflective journals and observations; and from student's assessment tasks, reflective learning blogs, surveys, interviews, and unsolicited emails or comments. Findings presented include illustrative portraits of teaching experience and preservice teacher learning; and discussion of the pedagogical practice that is emerging from this approach: creative and connected preservice learning through arts-rich pedagogy.

*Keywords:* Preservice teacher learning; teacher identity; arts-rich pedagogies

***“I can’t sing and I’m tone deaf”*: Restoring generalist primary teachers’ confidence in teaching music**

Marilyn Pietsch

Charles Sturt University

Email: [mpietsch@csu.edu.au](mailto:mpietsch@csu.edu.au)

Presentation format: Paper presentation

Reviews of music teaching across Australia (Hocking, 2009; Stevens, 2003) indicate continuing concerns with the status and quality of music education programs and one area of concern continues to be that of pre-service teacher education. Teaching music in primary schools in New South Wales is currently severely constrained by pre-service teachers’ lack of confidence and competence as music teachers as well as the contextual constraints inherent in schools, systems and in the prevailing mandatory Creative Arts syllabus.

This paper outlines a project which provided first year pre-service generalist primary teachers at a regional university with a practical introduction to music education. The project introduced a set of core practices which generalist pre-service teachers could take into classrooms. The focus was on developing sufficient musicianship to teach through engagement in a range of musical activities, rather than on developing students’ own capacities for individual musical performance. In order to assess the effectiveness of the program quantitative and qualitative data were collected by means of surveys of students and a case study involving classroom observation and interview of one student during practicum. Qualitative data were analysed using a thematic approach; quantitative data were analysed using descriptive statistics (SPSS version 17). Results suggested that a practice-based pedagogy developed students’ confidence and competence as music teachers and provided teachers with basic knowledge, understanding and resources to attempt to teach music.

The paper concludes that given the current time and curriculum constraints on teaching music in schools and in teacher education programs, and the advent of the National Curriculum and its integration of five art forms, performance-based activities can engage pre-service teachers sufficiently to support initial entry into music teaching. However, the caveat remains that without continued professional development and particularly, without extension of musical and pedagogical repertoire, such confidence and competence as students possess at the conclusion of their pre-service education may well atrophy.

*Keywords:* Teacher education, music education, Creative Arts, core practices of teaching

***A comparative analysis of the retention and success of selected students from targeted partner schools entering undergraduate teacher education by an alternative entry pathway at ECU 2007-2010.***

Kevin Pilkington and Graeme Lock

Edith Cowan University

Email: k.pilkington@ecu.edu.au & g.lock@ecu.edu.au

Presentation format: Paper Presentation

Universities in Australia are offering alternative entrance pathways to attract students from a range of backgrounds. These alternative pathways will undoubtedly be reviewed due to the recommendation in the *Review of Australian Higher Education* (Bradley, Noonan, Nugent & Scales, 2008) concerning increasing the diversity of university entrants. This paper discusses an alternative entry pathway, Education Direct (ED), offered by the School of Education at Edith Cowan University (ECU). The basis of the selection of potential students lies in addressing social equity issues and is an example of a university working with partner schools to give access to university to school leavers who may never have considered university a viable option. The research questions concentrate on retention, academic achievement, and progression rates of ED students in comparison to Australian Tertiary Admission Rank (ATAR) and Other (Portfolio) pathways of entry. The research is a comparative case study using quantitative data obtained from ECU data bases.

The findings indicate that students who have entered pre-service teacher education via ED are enjoying academic success at comparable levels to students who enrolled through more traditional pathways. Furthermore, their retention and progression rates are not notably different to those of other students. The paper concludes by suggesting that further research of a similar nature would contribute to what should become an area of research interest for universities as the Bradley era approaches.

*Keywords:* Teacher education, partner schools, social equity, academic success.

## ***In Search of Evidence: Teacher Education's wicked problem in an age of accountability***

Kylie Readman & Sharon Hogan

University of the Sunshine Coast

Email: [shogan@usc.edu.au](mailto:shogan@usc.edu.au) and [kreadman@usc.edu.au](mailto:kreadman@usc.edu.au)

Presentation format: Paper Presentation

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Wicked problems (Knight, 2007) resist definition, shift shape and are never 'solved'. "Evidence of effectiveness" (AITSL, 2010, p.6) in teacher education is just such a problem, as demonstrated by the many inquiries into teacher education over the last 20 years (Louden, 2008; Wineburg, 2006). As accountability measures in teacher education increase, questions must be asked about what counts as evidence and how we account for preservice teacher learning and therefore our practice via evidence. This paper considers how teacher educators might "recount" this evidence to stakeholders with vested interests both internal and external (Shulman 2007).

This paper explores the wicked problem of evidence in teacher education through in-depth interviews with four program leaders. The research is based in the interpretivist-constructivist paradigm, which O'Donoghue (2007) says emphasises social interaction as the basis of knowledge. Meanings are created via interactions between human beings in their everyday (in this case organisational) settings. In order to deeply engage with program leaders' attitudes and beliefs about evidence when designing and leading a teacher education program, the theoretical framework of symbolic interactionism and case study methods have been utilised.

Evidence was a theme that appeared with some consistency in the interviews with reference to both internal and external agendas. These were sometimes represented as competing and therefore an area of tension for the program leaders. In trying to analyse the way program leaders made references to evidence, three themes emerged: structure, agency and efficacy. These were identified after consideration of Ashwin's (2008, p.152) conceptions of structure and agency which focuses 'on both individual's intentions and on the ways in which these intentions are structured by institutions and wider social structures.' Efficacy of the program was added to incorporate Program Leaders' considerations of how preservice teachers might experience a program of study.

*Keywords:* Evidence, effectiveness, program leader, teacher education

## ***Teacher education as Study of Teaching: towards a research framework for practice***

Jane Mitchell(?) (Chair)

Charles Sturt University

Email [joreid@csu.edu.au](mailto:joreid@csu.edu.au)

Presentation format: Symposium

### **Paper One:**

#### ***Teacher education as Study of Teaching: researching practice***

Jo-Anne Reid, Christine Edwards-Groves, Mun Yee Lai & Tracey Borg

Charles Sturt University

Email [joreid@csu.edu.au](mailto:joreid@csu.edu.au)

In an environment of national teacher education program standards that might be seen as constraining curriculum and content choices for initial teacher education and mainstreaming the production of a standardised graduate teacher, how can teacher education renew itself and adapt to the diversity of situation and needs of its clientele? A curriculum innovation in a pre-service teacher education program identified as attracting significant numbers of Low SES students was identified as a potential site for inquiry into forms of initial teacher education curriculum and pedagogy that would support high levels of academic engagement and achievement. Using a conventional action research methodology framed by a broad literature of practice theory and philosophy (Flyvberg 2001, Kemmis & Smith 2008, Green, 2009,) and informed by a historical review of teacher education practice (Green & Reid 2004, Turney 1981) and a growing interest in lesson study (Grossman & McDonald 2008), a program that focuses on Programming, Relationships and Communication [PRAC] as a space for student teacher and teacher education exploration and learning has begun with a significant curriculum innovation in the first semester of the program. While the innovations to the program itself are reported elsewhere (Wood et al, this conference) this paper explores the ways in which these theoretical and practical traditions, along with empirical inquiry within the program itself have been incorporated into the rationale for changes in curriculum, teaching and staff research relationships in the planning and trial of the program, *Study of Teaching*. Our discussion here frames a set of research questions that will allow the research team to evaluate the outcomes of the program for students, to critique current conditions of curriculum and program development in teacher education more broadly, and to theorise a form of teacher education curriculum renewal that accounts for and works with, and from, a 'primacy of practice' thesis.

Keywords: *initial teacher education, practice, action research, lesson study*

### **Paper Two**

#### ***Nurturing resilience in first year preservice teachers: feeding (back) for professional growth***

Graham Daniel, Greg Auhl & Wendy Hastings

Charles Sturt University

Email [gdaniel@csu.edu.au](mailto:gdaniel@csu.edu.au)

Drawing on the literature of collaborative problem solving (Friend & Cooke, 2009), social cognitive theory (Bandura, 2007) the application of socio-constructivist learning theory in professional settings (Bain, 2007), this paper examines pre-service teachers' responses to feedback about knowledge, skills and practice structured into foundational subjects and the practical dimensions of their first year course. Within a study of teaching framework the Programming, Relationships and Communication (PRAC) program applied a collaborative learning model in building pre-service teachers' proficiency in "core practices of teaching" (Grossman, 2008), with students working collaboratively to provide and receive ongoing peer feedback as part of their professional learning. Data collected from a questionnaire in relation to student expectations and experiences of giving and receiving critical feedback as part of the process of developing their knowledge and skills of core practices of teaching (Grossman & McDonald, 2009) - in this case reading to children- are examined in terms of the students' professional learning. The ways in which this experience of curriculum and practical activities assisted students in understanding the learning process and in their development of professional identities as pre-service and future teachers are also explored. The paper concludes with a reflection on the value of feedback from the earliest stages of professional development and learning.



Key words – social cognitive theory, collaborative problem solving, professional dialogue

### **Paper Three**

***Identity and image in initial teacher education: looks like, sounds like, feels like...*** Marilyn Pietsch, Donna Matthewson-Mitchell, Lesley Stoneman, Jo-Anne Reid

Charles Sturt University

Email [mpietsch@csu.edu.au](mailto:mpietsch@csu.edu.au)

Teacher identity is an evolving construct which begins with images developed as students participate in schooling for up to thirteen years. Such participation leads to images of teachers which for many are enduring and later contribute to decisions which teachers make about future careers, their own roles as teachers, and their reasons for entering the profession. Lortie (Lortie, 1975) describes this as an “apprenticeship of observation” and it is this view of a teacher from behind the student’s desk that is carried with students as they enter teacher education. The PRAC *Study of Teaching* project has been designed to introduce students to the core skills of teaching from the inception of their course, and prior to their movement into practicum in schools. This paper describes the initial understandings which these students bring with them into the course about ‘who teachers are’ as embodied subjects, the origins of these images, and the changes which have occurred in these images and understanding of teaching in the course of the semester-long program as a result not only of observing, but of engaging in repeated practice of a set of key bodily operations and ‘teaching skills’. Drawing on concepts of awareness and pedagogic effort from the practice theory of Bourdieu (2005), we reflect on the forms of pedagogy introduced and practised in this program and the effects produced.

**Keywords:** *teacher identity, identity formation,*

## ***The exploration of a Pre-service teacher mentoring project***

Pauline Rogers

University of Ballarat

Email: [p.rogers@ballarat.edu.au](mailto:p.rogers@ballarat.edu.au)

Presentation format: Paper Presentation

Establishing partnerships with local schools is an important component of any pre-service teacher program. Ensuring that these partnerships and experiences are meaningful for the involved schools and the pre-service teachers (PSTs) is vital. This paper will explore a 7 week pilot project being established involving Graduate Diploma of Primary Education PSTs and a local primary school. The PSTs are involved in a one to one mentoring situation with Year 5 and 6 self-selected students. The aim of the project is to allow the primary students to guide their own experiences and learning in an area of interest, perhaps falling outside of the main curriculum areas. Students are matched with PSTs to enable the PSTs to draw on their own areas of expertise, in for many, their first formalised teaching experiences.

An interpretive methodology (Erickson, 1998) will be utilised to interpret collected data of the project including PST feedback, school feedback, student reports and items, as well as observations. As the project is a pilot, findings will be reported to date at the writing of the paper. The establishment of the pilot project is significant as the development of well-structured and informed programs allows for smooth transition to larger projects. It allows for the strengthening of partnerships between the schools and university sectors, and it also provides another view and experience for Graduate Diploma of Education students who have a more condensed practicum program.

*Keywords:* Pre-service teacher education, partnerships, mentoring

***Where to from here? Career choices of pre-service teachers undertaking a dual early childhood / primary qualification***

Conference Theme: Perspectives

Elizabeth Rouse<sup>^</sup> & Andrea Nolan<sup>\*</sup>

<sup>^</sup>Deakin University & <sup>\*</sup>Victoria University

Email: [andrea.nolan@vu.edu.au](mailto:andrea.nolan@vu.edu.au) & [l.rouse@deakin.edu.au](mailto:l.rouse@deakin.edu.au)

Presentation format: Paper Presentation

New Australian government initiatives in the early childhood education and care sector are placing increased demands for degree qualified teachers to meet a workforce crisis. The National Quality Agenda has led to national regulations that mandate that by 2014 all early childhood programs will need to employ a degree qualified teacher to work with children across the service. This has led to a greater demand for universities to train early childhood teacher graduates to meet this workforce demand. As a means of attracting enrolments many universities are now offering courses with dual qualifications as a way to offer alternate career opportunities for pre-service teachers.

This paper presents an examination of the career perspectives of pre-service teachers undertaking a dual early childhood primary qualification in two Victorian universities. Through completing a survey that elicited both qualitative and quantitative data, pre-service teachers responded to questions relating to career aspirations and potential influences on these aspirations. What has become clear during this study is that a career in the early childhood sector is not the preferred choice of the majority of students, with these graduates being more likely to take up primary teaching positions. Along with the association of primary teaching with better pay and conditions, the influence of the student practicum experience has been found to have a strong influence on career aspirations. This paper argues that more attention needs to be placed on the practical components of teacher training courses calling for a reconceptualisation of the early childhood practical experience for student teachers considering issues of quality and timing within the course.

*The role of the teacher in infant/toddler programs – does the infant/toddler practicum support ‘Pathways’ pre-service teachers to bridge the education and care divide?*

Elizabeth Rouse & Anne-Marie Morrissey

Deakin University

Email: [l.rouse@deakin.edu.au](mailto:l.rouse@deakin.edu.au) & [morram@deakin.edu.au](mailto:morram@deakin.edu.au)

Presentation format: Paper Presentation

With the commitment across Australia to the implementation of a National Quality Framework (NQF) for early childhood education and care provision, there has been an increased emphasis and recognition of the importance of the role of the teacher in early childhood programs. New national regulations developed in the context of the NQF include the requirement for all for early childhood services to employ a degree qualified teacher to support the development and provision of responsive education and care programs to all children across the service (Morand, 2009). This presents a change in focus for many early childhood teachers in the way they perceive their role in this era of reform, particularly as it reflects the role of a teacher with infant/toddler programs (Ireland, 2006). It also poses a challenge for early childhood teacher education courses in the way they prepare teachers to undertake a teaching role with this age group and bridge the divide between education and care.

A recent study undertaken at a Victorian University examined 66 ‘pathway’ pre-service early childhood teacher’s perspectives on their infant/toddler practicum. Using surveys and a focus group interview, the project investigated the students’ views on the effectiveness of the practicum in developing teacher confidence, skills and knowledge. Results showed that a large percentage of respondents believed that they ‘already knew’ how to work with this age group, and that the practicum did not support them in developing their capacity as a teacher. The findings raised a number of issues around teacher identity in working with this age group, and indicate the value of universities preparing early childhood teachers, to reflect on the effectiveness of current course design and delivery in building teacher capacity to respond to the evolving role of the early childhood teacher.

*Keywords:* Teacher education, early childhood, infant/toddler teacher, professional experience

***Inter-university partnerships: Further research to support the rural and regional practicum***

Josephine Ryan, Mellita Jones

Australian Catholic University

Caroline Walta

La Trobe University

Email: [Jo.ryan@acu.edu.au](mailto:Jo.ryan@acu.edu.au)

Presentation format: Round Table Presentation

This round table presentation aims to explore potential partnerships with universities interested in furthering research into supporting rural and regional practicum experiences through inter-university partnerships. Concerns are persistently reported that preservice teachers on a practicum experience are insufficiently supported by universities (Parliament of Victoria, 2005; House of Representatives Standing Committee on Education and Vocational Training, 2007). Constraints on the funding of universities make the appropriate level of support, often expected in the form of school visits during the practicum period, an unsustainable option for many (House of Representatives Standing Committee on Education and Vocational Training, 2007; Parliament of Victoria, Education and Training Committee, 2005), particularly in rural and regional settings. This results in limited communication between course lecturers, PSTs and their supervisors.

In response to these concerns there have been a number of recent projects dealing with rural and regional teacher education (eg. Ryan, et al., 2010; Ryan Jones & Walta, 2010; White et al., 2008). It is hoped that this round table might bring together some of the ideas gained and lessons learned from these and other projects and experiences to further enhance the rural and regional preservice teacher experience. The impetus for this stems from the current Australian Learning and Teaching Council (ALTC) funded project *Preservice Teacher Education Partnerships: Creating an effective practicum model for rural and regional preservice teachers* being conducted by partners Australian Catholic University and La Trobe University. In this project the partner universities used strategies of shared supervision and shared preservice teacher discussion clusters (see paper presentation for a full report on this project). With the pilot phase of this project over and the full implementation about to commence, much has been learned about inter-university co-operation to support rural and regional teacher education, readying this notion for wider participation with potential for a national approach, particularly with the pending implementation of National registration.

By increasing the number of partnerships, a new research project in this area could encourage a more holistic approach to rural and regional teacher education, particularly in practicum, and attract future grant funding. All those involved in rural and regional teacher education who are interested in exploring possible partnerships to better support preservice teachers' learning experiences through collaborative research are invited to attend.

*Key Words:* Rural and Regional, Practicum, Partnerships, Teacher Education

## ***Promoting Self- Examination in Initial Teacher Education: A Review of Learning of Eleven Students***

Masahiro Saito

Asahikawa University

Email: [saitoum@live.asahikawa-u.ac.jp](mailto:saitoum@live.asahikawa-u.ac.jp)

Presentation format: Paper Presentation

Intercultural education is essential and necessary for all pre-service teachers. It is also extensive, covering reforms of school cultures and social structures. However teacher educators responsible for the intercultural education course would face difficulties in learning attitudes of students, such as simple binary opposition perspectives, “we” and “they,” “conflict free attitudes,” and overlooking and being ignorant to social injustice and power relationships.

Regarding equal educational opportunities, Howe (2004) mentioned “participatory interpretations” which secures that the oppressed minority people are included in deliberations about what is educationally worthwhile (Howe, 2004). In the participatory interpretation, it is crucial for teachers to examine themselves because they are both consciously and unconsciously under the influence of one-sided assumptions and prejudices. How to explore one-self and to reflect their practices should certainly be an important competence of a teacher. Intercultural teacher education courses should provide future teachers with the opportunity to examine their socio-cultural backgrounds while critically looking into the current educational system in Japan.

This study focuses on how eleven students saw, examined, deconstruct and reconstruct themselves through 15 lessons of an intercultural education course in initial teacher education program. The students were required to write nine journals and a final essay, since these are a vehicle for learning and development.

By analyzing their writings, this study concludes that all of the students had seen their own socio-cultural backgrounds, but they were not adequate. Their self-examination was based only on their personal experiences and didn't connect to their socio-cultural backgrounds. In addition, especially when facing an “alien” culture, “we” and “they” manner of thinking became clearer.

*Key words:* Intercultural Education, Self-examination, Initial Teacher Education, Teaching Practice

## **Inquiry into the Teaching Practice: An Ontological-Epistemological Discourse**

Ahmad Samarji , Tony Kruger, & Neil Hooley

Victoria University

Email: [Ahmad.Samarji@vu.edu.au](mailto:Ahmad.Samarji@vu.edu.au) , [Tony.Kruger@vu.edu.au](mailto:Tony.Kruger@vu.edu.au), & [Neil.Hooley@vu.edu.au](mailto:Neil.Hooley@vu.edu.au)

Presentation format: Paper

Key Words: teaching and learning as a form of inquiry, epistemology, ontology, student-centred learning.

Tertiary education has been actively moving since the last two decades from the lecturer-centred learning to the student-centred learning, focusing more on ‘what the student does’ rather than on ‘what the student’ is or ‘what the teacher is’ (Biggs and Tangs). We, as academics and lecturers, do attend tens of workshops and seminars promoting the student-centred teaching and learning practice. However, the question that arises is “are we prepared to truly develop from the conventional lecture-based learning, which is hard to eliminate, to innovative student-centred learning, which may be hard to accept, adopt, and live?” The way we plan, organise, and deliver knowledge might be mostly epistemological. However, there exists an ontological stance on how we perceive knowledge and on our belief -informed opinions- of “the most efficient pedagogy” in organising and delivering such knowledge.

This paper will present a critical personal reflective study on the ontological-epistemological discourse that a novice academic experienced in first accepting the idea of a student-centred learning approach (The Jigsaw Activity), implementing such strategy, and in reflecting back on this experience. This study promotes a re-thinking of our teaching and learning practice as an ontological and epistemological form of inquiry and generates insights which may be further extended and researched. This paper also offers a re-read to the experiential learning cycle of the praxis inquiry: practice described, explained, theorised, and changed (Burridge, Carpenter, Cherednichenko & Kruger, 2010).

***What comes first? The chicken or the egg? Exploring the connection between cordial relationships and genuine learning relationships in the practicum context.***

Dr. Marion Sanders

Bethlehem Tertiary Institute, Tauranga, New Zealand

Email: [m.sanders@bti.ac.nz](mailto:m.sanders@bti.ac.nz)

Presentation format: Paper Presentation

The literature on practicum generally supports the view of the significant nature of field experiences in the preparation of student teachers (Cree, 2006; Shulman, 2004). This literature also supports the importance of the relationship established between associate teacher and student teacher (Gibbs, 2007). However, writers and researchers have less to say about how that relationship is developed in practical terms. Indeed one could say relationship is a 'taken-for-granted' aspect of the practicum (Haigh & Ward, 2004).

Some researchers have differentiated between cordial relationships and learning relationships (Achinstein & Athanases, 2006; Haigh & Ward, 2002, La Boskey, 2007). This is sometimes referred to as the support role and the challenge role. In the support role the associate gently inducts the student teacher into the ways of the classroom. The challenge role is more typically introduced once the student teacher is demonstrating confidence and competence within his/her practice. Challenge may involve addressing weaknesses within students' practice, reflecting on past performance or encouraging the students to take risks and step out of their comfort zone

Data will be presented from a longitudinal qualitative doctoral study completed in 2008, involving twelve associate teachers and 65 student teachers. Questionnaires, interviews, focus groups and repertory grids were used to chart the development of mentoring practises over 18 months, and in particular the links between cordial and learning relationships. The findings highlighted the importance of both forms of relationship, but also identified learning relationships as pivotal in student teachers' long term transformative professional development. This paper will question the commonly held view that supportive mentoring precedes challenging mentoring, that is, it will purport that to focus on a cordial relationship first may in fact limit the effectiveness of the mentoring provided on practicum.

*Keywords:* Teacher education, practicum, mentoring, learning relationship



## ***Analysing mentoring dialogues to understand how it affects a preservice teacher's reflective practices***

Tracey Sempowicz & Peter Hudson

Queensland University of Technology

Email: [tracey.sempowicz@qut.edu.au](mailto:tracey.sempowicz@qut.edu.au) & [pb.hudson@qut.edu.au](mailto:pb.hudson@qut.edu.au)

Presentation format: Paper Presentation

The Australian National Framework for Professional Standards for Teaching (MCEETYA, 2003) emphasises the need for continuous critical reflection on teaching practices and ongoing professional growth. Preservice teachers are in their formative stages of development and need to learn skills such as critical self reflection to advance their pedagogical practices (Schon, 1983). Mentors have a shared responsibility with universities for developing preservice teachers' pedagogical practices, particularly towards becoming reflective practitioners (Korthagen, 1985; Schon, 1987). Preservice teachers need to participate actively in their own learning (Larivee, 2000, 2009) by taking responsibility for critical self reflection and acting on the mentor's constructive feedback provided during planning and feedback dialogue sessions. This case study uses a five-factor mentoring model (Hudson, 2010) to analyse dialogue between a mentor and a mentee during a first practicum experience.

The investigation uses multiple data sources such as video and audio-recorded interviews, archival documents from participants such as lesson plans, reflections and mentor reports to examine a primary preservice teacher's reflections and implementations of practice as a result of the mentor's feedback. The five-factor mentoring model provided a theoretical framework to investigate the interactions between mentor and mentee (e.g., establishing expectations, reviewing lesson plans, observing teaching then providing oral and written feedback, and evaluating progress). Findings indicated that demonstrable reflective thinking was more apparent when the mentor did not dominate conversations but instead communicated expectations of the mentee early in the practicum and asked astute pedagogical knowledge questions to guide reflections on practice. The findings also indicated reasons why the preservice teacher acted upon the mentor's advice. This research highlights the need for a deliberate, planned and clearly articulated approach to mentoring a preservice teacher's reflective practice as opposed to making assumptions that this will occur naturally.

*Keywords:* Mentoring, preservice teacher, reflective practice, feedback

*Developing professional learning partnerships to improve the assessment of pre-service students during the practicum.*

Cheryl Sim & Jill Freiberg

Griffith University

Email: [c.sim@griffith.edu.au](mailto:c.sim@griffith.edu.au); [j.freiberg@griffith.edu.au](mailto:j.freiberg@griffith.edu.au)

Andrea Allard & Simone White

Deakin University

Email: [andrea.allard@deakin.edu.au](mailto:andrea.allard@deakin.edu.au); [simone.white@deakin.edu.au](mailto:simone.white@deakin.edu.au)

Rosie le Cornu & Briony Carter

University of South Australia

Email: [Rosie.LeCornu@unisa.edu.au](mailto:Rosie.LeCornu@unisa.edu.au); [briony.carter@unisa.edu.au](mailto:briony.carter@unisa.edu.au)

Presentation format: Paper Presentation

Standards for the teaching profession are well developed and explicitly defined by the various state registration authorities. In February, 2011, the National Teacher Professional Standards were confirmed. While the move to national standards will impact on all teacher education programs, what constitutes clear criteria for determining whether pre-service teachers meet the graduate standards remains problematic. Consistency in assessing initial teacher education (ITE) outcomes across the university-partner school sites remains a concern.

Central to initial teacher education programs is the professional experience or practicum placement. The importance and influence of supervising teachers on the success of pre-service teachers' learning is recognised; so too is the complexity of the supervisory role particularly in terms of the tensions between educative or 'coaching' and assessment responsibilities (Miller & Carney 2008; Slick, 1997). Accurate assessment of pre-service teachers' knowledge and capabilities is a critical issue for all stakeholders in teacher education: teacher educators; supervising teachers in schools; pre-service teachers; credentialing authorities; and employers.

This paper will outline the theoretical and conceptual framework of an Australian Learning and Teaching Council- funded project titled *Using Professional Standards: Assessing work integrated learning in initial teacher education*. The research team, in partnership with communities of experienced supervising teachers across three states, will explore and develop material for use as a "first stage" to address the issue of consistent interpretation of the national graduate professional standards' statements.

*Keywords:* assessment; school supervisors; national standards; evidence

***Place, community, and new teachers' workplace learning: the implications for teacher education***

Margaret Somerville

Monash University

Email: [Margaret.Somerville@monash.edu](mailto:Margaret.Somerville@monash.edu)

Presentation format: Paper Presentation

This paper draws from the results of a three year longitudinal study of new teachers learning in rural/regional Gippsland, Victoria to ask what are the implications for teacher education? The study used a conceptual framework of place, and of workplace learning, to ask how do new teachers learn to do their work, and how do they learn about the places and communities in which they begin teaching? The study found that new teachers learn to become teachers fundamentally in the space of the classroom through discourses of classroom management; that they learn community as an imagined space through binary constructions of community-as-other or community-as-self; and that place is almost entirely absent from both teacher education and new teacher learning. These findings have important implications for teacher education. Few studies view teacher education from the perspective of workplace learning because professional learning is an enclosed field that is related to a continuation and updating of teacher education. Workplace learning assumes that for teachers, in common with all other workers, there are some things that can only be learned in the process of doing their work once they begin full time employment. In contrast to many other workers, new teachers have to learn about the places and communities in which they begin teaching. This learning is vital to connect to the places and lifeworlds of their students.

The paper will explore curriculum and pedagogies for moving beyond constraining and binary constructions of teacher becoming and community/place disconnection in better linking teacher education, the practicum and new teachers' workplace learning.

*Keywords:* place, community, workplace learning, new teachers, teacher education curriculum and pedagogy

***Poisonous transformations? A teacher educator's perspective.***

Dr Pauline Taylor

James Cook University

[Pauline.Taylor1@jcu.edu.au](mailto:Pauline.Taylor1@jcu.edu.au)

Paper presentation

In recent years what constitutes a 'good' teacher and how to prepare such teachers has been the focus of considerable public debate and policy interventions in Australia. One such intervention is the introduction of teacher standards to both registration processes and the accreditation of teacher education programs. Connell (2009, p.214) argues that 'good' teachers need to be wary of this "imposing new apparatus of certification and regulation" which risks reducing teachers' work to a list of auditable competencies. Prompted by a message of thanks by graduating teacher in 2010, this paper charts and interrogates my own experiences as a teacher and, more recently, teacher educator in Australia since 1995. Using an autoethnographic approach to connect the personal to the cultural (Ellis 2004; Ellis & Bochner 2000; Richardson, 2000) I excavate how my professional identity as a teacher and teacher educator has been challenged, shaped and unwittingly eroded through regimes of increasing regulation and accountability. Drawing on contemporary studies exposing powerful neoliberal discourses of what constitutes 'good' teaching (Connell, 2009; DET, 2005; Groundwater-Smith, 2008; Moore, 2004) I identify that I have been unwittingly complicit in, even poisonously transformed by, competing dominant discourses that deflect attention away from teachers and teacher educators as intellectual workers in a collective enterprise. I conclude by proposing that teachers and teacher educators need a collaborative focus upon reclaiming their legitimacy and identity as poised, public intellectuals (Grimmett et al., 2009).

*Keywords:* teacher standards; teacher education; professional identity; autoethnography

***Developing cross-disciplinary practice: preparing pre teachers and social work students for cross-disciplinary collaborative approaches to student wellbeing***

Doris Testa, Victoria University

EmailDoris.Testa@vu.edu.au

Presentation format: Paper Presentation

Student wellbeing has been highlighted as having a significant impact on student achievement (Cahill & Freeman, 2006; Weare, 2006). In Australia, both federal and state education policies emphasise the school's role in fostering student wellbeing. (Commonwealth Schools Commission, 1985; DEST, 2005, 2007).

Highlighting and profiling the contribution that cross-disciplinary collaboration can make to student wellbeing necessitates that schools are aware of the suite of expert skills and knowledge that teachers and social workers can contribute to health promotion and student wellbeing.

Beginning with the premise that pre service teachers and social work students benefit from sharing a common space to discuss, research, understand their contribution and their responsibility to student wellbeing, data will be presented outlining the approach taken in delivering the professional unit '*Student Wellbeing and Schools*' to pre service teachers and social work students.

This presentation will explain how the unit of study, '*Student Wellbeing and Schools*' offered space pre service teachers and social work students to understand, learn about and develop the cross disciplinary knowledge and skills required for whole school approaches to student wellbeing. Data will be presented on how this unit was received by pre service teachers and social work students and the impact of the unit on their attitudes, practice and knowledge.

The content delivered in this unit of study has implications and insight for those wishing to explore how Universities can model cross-disciplinary collaborative approaches and prepare the next generation of professionals for cross-disciplinary practice.

*Keywords:* Cross-disciplinary collaboration, Teacher education, social work, student wellbeing, student achievement.

## ***Pre-service teachers' understanding and concerns for sustainability issues: Implications for teacher education***

Louisa Tomas & Reece Mills

James Cook University

Email: [louisa.tomas@jcu.edu.au](mailto:louisa.tomas@jcu.edu.au), [reece.mills@my.jcu.edu.au](mailto:reece.mills@my.jcu.edu.au)

Presentation format: Paper Presentation

Education for sustainability (EfS) represents an important educational agenda both nationally and internationally, with growing support for its inclusion in teacher education programs. For example, the *Sustainability Curriculum Framework* (DEWHA, 2010) suggests that pre-service teachers require knowledge of ecological and human systems, and a repertoire of skills that facilitate action-oriented learning. To achieve this, “educators require a new set of skills” (Tilbury & Wortman, 2004, p. 9), and at the same time, a need has been identified “to encourage others to contribute their ideas to the discussion over how best to incorporate education for sustainability in pre-service teacher education in Australia” (Kennelly & Taylor, 2007).

Recently, EfS has been prioritised in the School of Education at an Australian university, which is reflected in the development of both undergraduate and postgraduate study options in EfS. One such option is an undergraduate subject for students studying Early Childhood and Primary Education. This subject provides an introduction to the principles and practices of science and sustainability education through the investigation of the interrelationships between environmental and human aspects of sustainability, the complex mechanisms that lead to degradation of these systems, and resultant risks to human well being. The subject explores key sustainability issues, including climate change, energy, water, biodiversity, agriculture and population health, and is intended to prepare students for both curriculum studies in Science and Studies of Society and the Environment (SOSE), and their future classroom practice.

Due to the prioritisation of EfS at the University, it is engaged in a school-wide curriculum and research initiative in teacher education, to which this study contributes. This paper will present the findings from a survey in which Early Childhood and Primary pre-service teachers (N=142) completed a Likert-style questionnaire that examined their awareness of sustainability issues, their perceived relevance of sustainability issues, their attitudes toward sustainability issues, and their perceived relevance of education for sustainability. Implications of the survey findings for pre-service teacher education are also discussed.

*Keywords:* Teacher education, education for sustainability, awareness, survey

## ***Teacher professional standards, accountability, and ideology: A critical review***

Katarina Tuinamuana

Australian Catholic University, NSW

Email: [katarina.tuinamuana@acu.edu.au](mailto:katarina.tuinamuana@acu.edu.au)

Presentation format: Paper Presentation

Teacher professional standards and accountability are today writ large on the landscape of both schooling and teacher education practice. In Australia, these issues have recently come to the fore with the launching in February 2011 of the *National Professional Standards for Teachers*, a document which is expected, in due course, to supersede comparable local state and territory documents.

This paper reviews the research on standards and accountability at two levels: firstly, a synthesis of the research itself, and secondly, a critique of the ideological assumptions underlying the research. The review is frameworked by a discussion of the discourses surrounding the elevation of standards and accountability in relation to the 'new managerialism' that is now evident in both policy text and practice (Tuinamuana, 2005); a form of management that emphasises efficiency and effectiveness using techniques and values appropriated from the business sector within the current neo-liberal political climate (Ball, 1998). The review also stems from the perennial question that teacher educators have been asking for many decades now: how can we best integrate theory and practice within our programmes of teacher preparation? (Vick, 2006). Consequently, it makes connections between policy as text, and policy as practice. The paper concludes by attempting these connections within a broader context of teacher education in Australian universities. Finally, it is hoped that this paper will contribute to establishing a platform for future collaborative research within and across institutions of teacher education in the area of theory and practice integration.

*Keywords:* Teacher education, practicum, education policy, literature review

## **Valuing Indigenous Teachers -Why can't you hear us? (or are we in or are we out?)**

Bruce Underwood

University of South Australia

Email: [bruce.underwood@unisa.edu.au](mailto:bruce.underwood@unisa.edu.au)

Presentation format: Paper Presentation

This paper details a continuing project to support female Indigenous teachers working in remote schools in the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands), South Australia.

In November 2010 Bruce Underwood with another colleague and two Anangu interpreters spent time in all communities in the APY Lands speaking to Anangu teachers, education workers and community members about what education means to them.

Not surprisingly those who were more experienced with school education and teacher training were able to more clearly articulate opinions. So narratives of frustration, success, hope and pride resonated around communities as educational conversations were held.

The implications of these conversations are a challenge for teacher educators - how do those who are out come in? This paper attempts to provide some answers informed by Indigenous teachers voices in a time when the voices of remote educators are being buried under interventions from outside organisations including education departments.

*Keywords:* Indigenous teachers, remote schools, teacher education



***'Listening to pictures looking for voices' a study in the utilization of a model to give voice to the Aboriginal assistant teacher***

Christina Walta

RMIT University

Email: [chris.walta@gmail.com](mailto:chris.walta@gmail.com)

Presentation format: Innovation Showcase

Despite increased resourcing over many years for 'Closing the Gap' in Aboriginal education outcomes, 'there has been no significant improvement in Northern Territory students' literacy and numeracy outcomes', (DET 2010). It is from the complex circumstances of remote schooling in the Northern Territory that the research that is the focus of this presentation developed.

During 2008-2009 the presenter participated as a research student in an Australian Research Council Project in Arnhem Land titled, 'Building Community Capital' (BCC Project). The participants in the project were assistant teachers at Galiwin'ku on Elcho Island and Mapuru, a Homeland Learning Centre on the mainland a short flight away. The main aim of the project was to provide support to assistant teachers in understanding students' mathematics knowledge because of the lack of continuity of the majority of non Aboriginal classroom teachers. A major finding of the BCC Project indicated the significance of the use of students' first language in learning mathematics at school. Aboriginal assistant teachers are generally the adults at school who have the unique language skills and knowledge of culture that are key in student learning outcomes. The positioning of the Aboriginal adult as assistant teacher in the classroom allows for little opportunity to use their expertise in ways that might impact the unsuccessful education situation that has defied remedying to date.

The researcher, like the majority of classroom teachers in remote school classrooms, had insufficient knowledge of the first language to do justice to communicate in depth with assistant teachers and adapted a drawing strategy to be able to 'hear their voice'. This session focuses on some preliminary findings which have arisen from implementing the Interactive Drawing modality to give voice to Aboriginal adults at school. The work presented in this session is part of a PhD study being undertaken by the presenter.

*Keywords:* Aboriginal education, assistant teachers, drawing, voice.

### ***3D approach to undergraduate English teacher education***

Margret Zeegers

In this paper, I have explored the suggestive possibilities of an approach to undergraduate English teacher education that I have called the 3D Approach—Develop Professional Knowledge, Display Professional Knowledge, Disseminate Professional Knowledge—in relation to a number of groups of undergraduate Pre-Service Teachers (PSTs) engaging the teaching and learning materials of their course. I have examined ways in which this approach have been assessed by the PSTs themselves.

Implementing this approach, I have drawn on Vygotsky's concept of the Zone of Proximal Development as this may be applied in this context of undergraduate Teacher Education. I have initiated a systematic and orchestrated program of explicit scaffolding of PST learning as they negotiate fields of children's literature, teaching, learning and assessment strategies, professional literature, and VELS and National Curriculum requirements regarding teaching and learning in English, as informing their own professional understandings. I have drawn on a range of data in the form of University-generated student assessment of their courses and focus groups and individual interviews to investigate ways in which the 3D approach may be considered as enhancing PST learning.

*Key Words:* Professional Knowledge, Children's Literature; English Education