



# **2019 ATEA Conference**

Professionalism & Teacher Education:  
Voices from policy & practice



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\*Program information contained in this handbook is accurate as at 3<sup>rd</sup> July 2019.



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# WELCOME

## **ATEA President**

Welcome to the 2019 Australian Teacher Education Conference. I would like to acknowledge the Traditional Custodians of the land on which we meet and pay my respects to Gubbi Gubbi/ Kabi Kabi Indigenous Elders, past, present and emerging. I thank the University of the Sunshine Coast for hosting our annual conference and welcome our national and international delegates.

The theme of this year's conference is *Teacher Education: Voices from policy & practice* and is one that holds special significance for teacher educators, teachers, researchers and all education stakeholders. It is through our deep participation with teacher education, teaching and research that we shape and maintain contributions to quality teaching and ultimately, advance learning outcomes for all students.

Together with our keynote speakers - Professor Gert Biesta (Maynooth University, Ireland and the University of Humanistic Studies, the Netherlands), Professor Parlo Singh (Griffith University, Australia) and Professor Tom O'Donoghue (The University of Western Australia) – your contributions throughout the Conference week, and beyond, will highlight the ways in which teacher professionalism is understood. The ATEA Conference offers opportunities for colleagues to connect and engage in open, sustained conversations about our profession. As a community, we should ask the challenging questions, 'speak with and back to' policy makers and plan actions to achieve our collective goals.

I urge you to consider submitting articles to the Asia-Pacific Journal of Teacher Education, the journal of the Australian Teacher Education Association, our high- ranking peer-reviewed journal, published five times per year. With the current team's most successful term as editors ending in July 2020, the ATEA Executive is inviting expressions of interest from individuals and groups from suitably qualified and interested teacher educators within the Asia-Pacific region. Please refer to details on the website – [www.atea.edu.au](http://www.atea.edu.au)

Thank you to the Editors of the ATEA/Springer volume, *Professionalism & Teacher Education: Voices from policy & practice*; one that provides contributions reflecting the conference theme, and highlights the ways in which teacher educator professional learning and research is explored, across all education sectors.



The ATEA Conference is the outcome of a collective effort from all involved, and I acknowledge the work of the ATEA Executive for their contributions. I would especially like to thank Associate Professor Deborah Heck and Dr. Angelina Ambrosetti for organising the Conference with such skill, enthusiasm and dedication.

Whether you are a newcomer to ATEA or a veteran, I hope you will experience the enjoyment of coming together to meet new colleagues. It is through our collective endeavours that we will continue to lead and impact teaching and teacher education.



Kind regards

A handwritten signature in black ink, reading "Robyn Brandenburg".

**Associate Professor Robyn Brandenburg**

**ATEA President**

# SPONSOR

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

## MAJOR SPONSORS



## SPONSORS & DISPLAY AREAS



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## INSERTS



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# KEYNOTE SPEAKERS

## **PROFESSOR GERT BIESTA**

*Department of Education, Brunel University London*



Gert Biesta is Professor of Public Education in the Centre for Public Education and Pedagogy at Maynooth University, Ireland, and NIVOZ Professor for Education at the University of Humanistic Studies, the Netherlands. In addition, he is a visiting Professor at the University of Agder, Norway and is a member of the Education Council of the Netherlands, the advisory body of the Dutch government and parliament. Gert Biesta has published widely on education theory and policy and the philosophy of social research, with an ongoing interest in question of democracy and democratisation. His work has been published in 16 languages so

far. Recent books include *The Beautiful Risk of Education* (2014), *Letting Art Teach* (2017) and *The Rediscovery of Teaching*. In 2019 two further books will be published: *Obstinate Education*, and *Educational Research: An Unorthodox Introduction*.

## **PROFESSOR PARLO SINGH**

*School of Education and Professional Studies, Griffith University*



Parlo Singh is a Professor (Sociology of Education) in the School of Education and Professional Studies, Griffith University, Brisbane, Australia. She commenced her teaching career as a primary school teacher, working mainly in rural and regional schools in Far North Queensland. Parlo is the recipient of seven awards for excellence in teaching, specifically in the area of higher degree research education, including the: Australian College of Educators, National Fellow Award (2009); and the Carrick Australian Award for University Teaching Citation (2006). She has held senior university leadership positions

across two universities: Director of Research Centre – Language, Literacy and Diversity, QUT (2000-2002); Head of School –Education and Professional Studies, Gold Coast campus, Griffith University (2006-2008); Dean, Griffith Graduate Research School (2009-2012). Parlo is the recipient of nine Australian Research Council grants investigating issues of poverty, cultural and

linguistic diversity, and schooling. Her most recent research grant is using co-enquiry, design-based research to explore Learning for Teaching in Primary Schools serving disadvantaged communities. Since mid-2016 Parlo has been co-editor of the Asia Pacific Journal of Teacher Education. Parlo Singh has contributed over 96 significant publications to the disciplinary field of sociology of education, as well as online videos: please watch the videos [here](#).

## PROFESSOR TOM O'DONOGHUE

*Graduate School of Education, The University of Western Australia*



Professor O'Donoghue is a graduate of St Mary's University, London, the University of Limerick, Trinity College Dublin and the National University of Ireland. He is an elected Fellow of the Academy of the Social Sciences in Australia; he is also an elected Fellow of the Royal Historical Society (UK).

In 2009 he was awarded a 'national citation for excellence in postgraduate supervision from the National Learning and Teaching Council of Australia. He has been an Adjunct Professor, Faculty of the Professions, The University of Adelaide and is currently an Adjunct professor at The Australian Catholic University. His key research specialisations are in generic curriculum theory in relation to the school and higher education sectors, including its historical dimensions; and in leadership in post-conflict and other challenging circumstances, again including its historical dimensions;

He is a member of a number of editorial boards, including that of The British Journal of Educational Studies, The Australian Journal of Teacher Education, History of Education (UK), Journal of Educational Administration and History (UK), History of Education Review (Australia), The Australian Journal of Irish Studies, The Welsh Journal of Education. Amongst his most recent projects in the field of teacher education is as general editor for the Emerald Studies in Teacher Preparation in National and Global Contexts.

For full academic profile, including publications, [click here](#).

## Pre-Conference Forum

The pre-conference will be held on Tuesday, July 2<sup>nd</sup> at Central Queensland University Noosa. This year our ATEA Pre-conference forum is open to higher degree by research students, early and mid-career researchers. It will be an excellent opportunity to network with ATEA colleagues and we have put together a range of sessions to enable you to think about your career as a researcher in teacher education. We are fortunate to have all our keynote speakers for the conference facilitating workshop sessions, and we also have one of the editors of our journal (the Asia-Pacific Journal of Teacher Education) running a session on publishing in the journal.

This is a fabulous opportunity to participate in discussions and activities related to the role of theory in teacher education research, working with methodologies in teacher education research and thinking about a research trajectory in relation to policy, curriculum, teaching and learning, and leadership.

This is a day not to be missed! Places are limited so be sure to register for the day soon. Attendance at the pre-conference forum is \$30.

### Central Queensland University Noosa

**90 Goodchap St, Noosa**

**Building A, room 1.06**

(right next to the School of Education and the Arts reception desk on the second floor)

**CQUNIVERSITY NOOSA**

KEY	
Teaching Facilities	<span style="background-color: #92d050; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>
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**CONTACT US**

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RECREATIONAL	
B2 and C	Student Common Room

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## Welcome Reception and book launch Venue

Welcome Reception and Book Launch “*Professionalism and Teacher Education: Voices from Policy and Practice*” by Amanda Gutierrez, Jillian Fox and Colette Alexander for #ATEA2019 conference will be held on **Tuesday, July 2<sup>nd</sup> from 6:00pm to 7:30pm** at the **Harbour Room at Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba.**

## Conference Venue

ATEA 2019 Conference will be held at the Sippy Downs Campus of the University of the Sunshine Coast.

**90 Sippy Downs Dr, Sippy Downs QLD 4556**

**Date: 3 – 5 July 2019**



## ATEA Conference Dinner and Awards Night

The conference dinner provides an opportunity for teacher education colleagues and their partners/friends to come together to network and enjoy each other's company over a meal. One of the highlights of the dinner is the announcement of the ATEA Award and Grant Recipients. The awards and grants that are traditionally presented at the dinner include the Teacher's Mutual Bank/ATEA Teacher Educator of the Year, the ATEA Research Recognition Award for an Early Career Researcher, the ATEA Early Career Researcher Grant and the ATEA Teacher Education Partnership Grant. Any other special announcements are also made on the night.

**Thursday, July 4<sup>th</sup>**

**7:00 p.m.**

**The Surf Club Mooloolaba**

\$80 pp includes house beverage (wine, bubbles or beer) on arrival and a three course menu

## Shuttle Bus - Timetable

Date	Tue 02 Jul 2019	Tue 02 Jul 2019	Wed 03 Jul 2019	Wed 03 Jul 2019	Thu 04 Jul 2019	Thu 04 Jul 2019	Fri 05 Jul 2019	Fri 05 Jul 2019
Pick Up	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	Central Queensland University Noosa Noosaville	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast- USC Bus Stop	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast- USC Bus Stop	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast - USC Bus Stop
Pick Up Times	08:30 am	03:00 pm	07:45 am 08:15 am 08:45 am	04:50 pm 05:25 pm	07:45 am 08:15 am 08:45 am	04:50 pm 05:25 pm 06:00 pm	07:45 am 08:15 am 08:45 am	01:15 pm 01:30 pm 01:45 pm
Destination	Central Queensland University Noosa Noosaville QLD 4566	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast- USC Bus Stop	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast- USC Bus Stop	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba	University of Sunshine Coast - USC Bus Stop	Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba
Notes: Capacity: 50			Looping from Mantra Mooloolaba to University of the Sunshine Coast	Looping from University of the Sunshine Coast to Mantra Mooloolaba	Looping from Mantra Mooloolaba to University of the Sunshine Coast	Looping from University of the Sunshine Coast to Mantra Mooloolaba	Looping from Mantra Mooloolaba to University of the Sunshine Coast	Looping from University of the Sunshine Coast to Mantra Mooloolaba

<b>ATEA Pre-Conference Forum 2019</b> <b>Tuesday, July 2nd</b> <b>Location:</b> Central Queensland University Noosa, 90 Goodchap St, Noosa Building A, room 1.06		
<b>8:15 am</b>	Bus trip (for those travelling on bus)	
<b>9:15 am</b>	<b>Arrival tea &amp; coffee</b>	
<b>09:30am - 10:00am</b>	Welcome & Introduction	
<b>10:00am - 11:00am</b>	Meet the Editor: Publishing in the Asia-Pacific Journal of Teacher Education	Facilitator: Journal editor: Professor Leonie Rowan & Professor Jeanne Allen
<b>11:00 - 11:30am</b>	<b>Morning tea</b>	
<b>11:30am - 12:30pm</b>	Working with theory in teacher education research	<a href="#">Facilitator: Professor Gert Biesta</a>
<b>12:30pm - 01:30pm</b>	Theory-Method Nexus	<a href="#">Facilitator: Professor Parlo Singh &amp; Dr Stephen Heimans</a>
<b>01:30pm - 02:00pm</b>	<b>Lunch</b>	
<b>02:00pm - 03:00pm</b>	Building a research trajectory in teacher education research	<a href="#">Facilitator: Professor Tom O'Donoghue</a>
<b>03:00pm</b>	Conclusion of Day and Bus trip back	

## ATEA 2019 Conference Program Day 1: Wednesday, July 3rd – Morning

8:30 – 9:00 am	Registration and Arrival Tea & Coffee				Building C – Ground Floor
9:00 – 9:30 am	Conference Opening, Welcome to Country and Introduction				Lecture Theatre 7 Building C
9:30 – 10:30 am	OPENING ADDRESS: <a href="#">Tom O’Donoghue - Looking backwards to look forwards</a> Sponsored by Teachers Mutual Bank				Lecture Theatre 7 Building C
10:30 – 11:00 am	Morning Tea				Building C – Ground Floor
11:00 am – 11:30 pm	<a href="#">Conference Book Chapter 1- Conceptualising Teacher Professionalism Colette Alexander, Jillian Fox and Amanda Gutierrez</a> <a href="#">[Book chapters highlighted grey throughout the program]</a>				Lecture Theatre 7 Building C
Location	C1.38	C1.39	C1.41	C1.48	C1.49
Focus	Teacher Performance Assessment	Digital technologies	Student engagement and wellbeing	Quality and Implications in ITE	Aboriginal and Torres Strait Islander Ways
11:30 am – 12:00 pm	SYMPOSIUM <a href="#">Teaching Performance Assessments: Collaboration, partnerships and ethical practice in designing and implementing the AfGT</a>  Kim Keamy, Rebecca Walker, Jane Loxton, Val Morey, Jeana Kriewaldt, Vilma Galstaun, Richard Sallis, Robyn Brandenburg, Melody Anderson	<a href="#">Digital portfolios: a collaborative solution to professional and regulatory requirements</a> Anna Kinnane, Ros Capeness	<a href="#">Co-designing school site-based inquiry into student engagement and wellbeing: reclaiming teacher professionalism in shaping young lives</a> Judy Rose, Sue Whatman, Sama Low- Choy, Katherine Main	<a href="#">Navigating the Discourses of quality: ECTs, teacher education and the pursuit of quality.</a> Peter Churchward	<a href="#">Cooperative Learning and Teaching with Traditional Indigenous Games (TIG)</a> Sharon Louth, Romina Jamieson-Proctor
12:00 pm - 12:30 am		<a href="#">ITE Helping student teachers find a professional digital teaching identity in a context of contestable, continual and messy change.</a> Peter Maslin	<a href="#">Primary teachers’ conceptions of student engagement- a phenomenographic study.</a> David Cramb	PRACTICE WORKSHOP <a href="#">Implications of the language of ‘impact’ in initial teacher education</a> John Kertesz, Peter Brett	PRACTICE WORKSHOP <a href="#">Engaging and Partnering with Aboriginal and Torres Strait Islander parents and caregivers</a> Simone White, Prof Peter Anderson, A/Prof Matt Byrne, Dr Graeme Gower, Maria Bennet, Alison Quin
12:30 – 01:00 pm		<a href="#">Educational Technologies and Teachers’ Professionalism</a> Walter Barbieri	<a href="#">Knowing your students: the role of inclusive pedagogical practices and teacher professional agency for children from diverse backgrounds.</a> Tracey Sempowicz, Kylie Bradfield, Mallihai Tambyah		
01:00 pm – 1:45 pm	Lunch		Building C – Ground Floor		

## ATEA 2019 Conference Program Day 1: Wednesday, July 3rd – Afternoon

1:45 – 3:15 pm	CONCURRENT SESSIONS				
Location	C1.38	C1.39	C1.41	C1.48	C1.49
Focus	Hybrid Spaces	Becoming a teacher	Assessment	Supporting ITE students	Professional Experience
1:45 pm – 2:15 pm	SYMPOSIUM <a href="#">Practice architectures of international schools: Teacher professionalism in hybrid education spaces</a> Alex Kostogriz, Megan Adams, Gary Bonar	<a href="#">Who decides? How changes to Initial Teacher Education entrance requirements have subsequently impacted Initial Teacher Education curriculum</a> Amanda Freeborn	<a href="#">Data literacy in Pre-service teacher education: what the term “means” and what it “looks” like</a> Shannon Kennedy-Clark, Vilma Galstaun, Peter Reimann, Boris Handal	<a href="#">Understanding the Reasoning of Pre-service Teachers: A Think-Aloud Study Using Contextualized Teaching Scenarios</a> Sharon Tindall-Ford	PRACTICE WORKSHOP <a href="#">Piloting a new approach to supporting school-based mentoring of pre-service teachers</a> Richard O’Donovan, Roslyn Gargiso, Mary-Clare Relihan
2:15 – 2:45 pm		<a href="#">Selection into Initial Teacher Education: The dangers of homogenising the teaching profession</a> Jenene Burke	<a href="#">Using a 10 question framework to peer review assessment rubrics in a triad based structure</a> Deborah Heck	<a href="#">Online initial teacher education: Cohort profiling and graduate outcomes</a> Rebecca Walker, Lina Pelliccione, Val Morey, Chad Morrison	
2:45 – 3:15 pm		<a href="#">Traversing the journey from student teacher to full teacher certification.</a> Tracey Hooker, Simon Archard, Lynley Westerbeke	<a href="#">The impact of a diagnostic instrument for triggering professional learning about teaching for number fact fluency</a> Catherine Thiele, Shelley Dole	<a href="#">The practise, practice and theory of teacher education</a> Tony Loughland, Penny Vlies	
3:15 – 3:45 pm	Afternoon Tea		Building C – Ground Floor		
3:45 - 4:15 pm	<a href="#">Who is the hybrid teacher educator? Understanding professional identity in school-university partnership</a> Jennifer Clifton, Kathy Jordan	<a href="#">Connecting to the profession: It's in the 'Bag'</a> Noelene Weatherby-Fell	<a href="#">Teacher assessment literacy: Reclaiming the teacher’s voice</a> Chris Davison		<a href="#">Improving teaching practice and student learning through Collaborative Action Research: A case study of an effective partnership program involving teacher-educators and four middle school teachers</a> Alaster Gibson, Janette Blake
4:15 – 4:45 pm	<a href="#">Beyond Professionals at Pulteney: Curiosity 2018</a> Linda Westphalen, Jarrod Johnson	<a href="#">Learning to be a professional: Bridging the gap in teacher education practice</a> Rebecca H. Miles, Stephanie Garoni, Sally Knipe	<a href="#">I'm not sure what I "need" to know about data: Pre-service teachers’ comments on data literacy</a> Shannon Kennedy-Clark, Vilma Galstaun, Peter Reimann, Boris Handal		<a href="#">Practice-Based Teacher Education Programs at Independent Schools: A Cross-Case Analysis</a> Courtney Coyne



## ATEA 2019 Conference Program Day 2: Thursday, July 4th – Morning

8:30 – 9:00 am	Registration and Arrival Tea & Coffee				Building C – Ground Floor
9:00 – 9:20 am	Housekeeping and Introduction				Lecture Theatre 7 Building C
9:20 – 10:30 am	KEYNOTE ADDRESS: <a href="#">Parlo Singh- Research Codes and Teacher Education</a> Sponsored by Altus Assessments				Lecture Theatre 7 Building C
10:30 – 11:00 am	Morning Tea				Lecture Theatre 7 Building C
11:00 am – 1:00 pm	CONCURRENT SESSIONS				
Location	C1.38	C1.39	C1.41	C1.48	C1.49
Focus	Teaching Pre-service teachers Sponsored by Oxford University Press	Wellbeing, Voice and Identity	International Professional Experiences	Intercultural Competence	ITE Essentials
11:00 – 11:30 am	SYMPOSIUM <a href="#">Country as Teacher</a> Cathie Burgess, Katrina Thorpe, Anthony McKnight, Neil Harrison		<a href="#">Becoming a global teacher: An exploration of international study tours for preservice teachers</a> Joanne Ailwood, Heather Sharp, Nicole Leggett, I-Fang Lee,	<a href="#">Building a narrative for school improvement that reclaims teacher professionalism through Lesson Study</a> Frances Whalan	<b>PRACTICE WORKSHOP</b> <a href="#">Teaching Performance Assessment: making robust judgments about the sophisticated intellectual work of</a>
11:30 am – 12:00 pm		<a href="#">Teacher emotional rules</a> Jean Hopman	<a href="#">How an international placement experience can assist in the development of a pre-service teacher's professionalism</a> Angelina Ambrosetti, Gillian Busch	<a href="#">Listening to a principal's voice: Please help me find teachers for my rural and remote school</a> Suzanne Hudson, Peter Hudson	<a href="#">teaching</a> Kim Keamy, Melody Anderson, Wayne Cotton, Nadine Crane, Mark Selkrig, Jeana Kriewaldt (not presenting)
12:00 – 12:30 pm		<a href="#">“A casual teacher is a butterfly”: Metaphors and identities of casual relief teachers in the Australian primary school context</a> Minami Uchida	<a href="#">International engagement in initial teacher education as an opportunity for ongoing professional learning for practicing teachers in host countries</a> Renata Cinelli, Mellita Jones, Mary Gallagher	<a href="#">Exploring what it means to be a professionalism Partnerships: Reflecting on teacher educator Narratives</a> Amanda Gutierrez, Kenneth Young, Kathy Jordan	<a href="#">Examining the affordances of the TPA in teacher education programs: Voices from four universities</a> Tania Broadley, John Buchanan, Kathy Jordan, Graham Hardy & Rebecca Spooner-Lane
12:30 – 1:00 pm		<a href="#">Voices of experience: Is anyone listening?</a> Yvonne Findlay	<a href="#">Examining STEM practitioners in the teaching profession: What are their enablers and barriers?</a> Meera Varadharajan	<a href="#">Dialogical pedagogy: Teacher learning from a Bakhtinian perspective</a> Thi Diem Hang Khong	

## ATEA 2019 Conference Program Day 2: Thursday, July 4th – Afternoon

1:00 – 1:45 pm	Lunch				Building C – Ground Floor	
1:45 – 3:15 pm	CONCURRENT SESSIONS					
1:45 – 2:45 pm	<b>Panel Discussion: <a href="#">How Public Policy is shaping Teacher Professionalism</a></b> Raise questions and discuss this topic with panellists including perspectives from: international scholars, AITSL, regulatory authorities, professional associations, Deans of Education and Principals. Robyn Brandenburg, Daniel Pinchas, Gert Biesta, Deanne Fishburn, Donna Pendergast Panel Moderators: Deborah Heck and Angelina Ambrosetti - <a href="#">Sponsored by The University of the Sunshine Coast</a>				Lecture Theatre 7 Building C	
2:45 – 3:15	Afternoon Tea				Building C – Ground Floor	
3:15 – 4:45 pm	CONCURRENT SESSIONS					
Focus	ITE Selection	Policy and Practice	Professional experience	Policy	Professional Learning	
Location	C1.38	C1.39	C1.41	C1.48	C1.49	
3:15 – 3:45 pm	<b>SYMPOSIUM</b> <a href="#">Opportunities, Benefits, and Challenges in Implementing CASPer, an Online Situational Judgement Test, in Australian Teacher Education Admissions</a> Heather Davidson, Richard O'Donovan, Josephine Lang	<a href="#">'Beyond markets and states': Polycentric governance of an Initial Teacher Education program</a> Kim-Anh Dang	<a href="#">Using mixed-reality simulation technology with pre-service teachers to increase their self-efficacy for explaining differentiation to parents</a> Gemma Scarparolo	<a href="#">How Teacher Education Can Work Towards a More Equitable and Just World</a> Mellita Jones, Renata Cinelli, Mary Gallagher	<a href="#">Using the student engagement and teacher reflection app (SETRE) as a teacher professional learning tool: A pilot study</a> Jeanne M. Allen, Glenda McGregor, Donna Pendergast	
3:45 - 4:15 pm		<a href="#">The utility of historicity as a concept for examining and re-imagining practices of initial teacher education</a> Anna Popova, Joce Nuttall	<a href="#">Repositioning “prac”: New conceptions of work integrated learning linking graduates into the profession</a> Jillian Fox, Tania Aspland	<a href="#">The challenges for teacher education: exploiting synergies to meet multiple demands</a> Beverley Cooper, Bronwen Cowie	<a href="#">Teaching to/about diversity: Exploring teacher educators’ epistemic reflexivity</a> Leonie Rowan, Terri Bourke, Jo Lunn, Mary Ryan, Sue Walker, Eva Johansson & Lyra L’Estrange	
4:15 - 4:45 pm		<a href="#">Teacher Educators using cogenerative dialogue to reclaim professionalism</a> Deborah Heck, Helen Grimmatt, Linda-Dianne Willis	<a href="#">The Unwritten Standards: Developing Teacher Professionalism Through Professional Experience</a> Angelina Ambrosetti		<a href="#">The Knowledge Quartet: A “fresh lens” in the Analysis of Teachers’ Classroom Practices</a> Ian Hay, Damon Thomas, David Shorter	
5:00 – 6:00 pm	ATEA AGM A-PJTE 2019 Best Paper and Best Reviewer Awards				Lecture Theatre 7 Building C	
7:00 – 10:00 pm	Conference Dinner / Awards Presentation				Mooloolaba Surf Club	

## Day 3: Friday, July 5<sup>th</sup> – Morning

8:30 – 8:50 am	Registration and Arrival Tea & Coffee				Building C – Ground Floor
8:50 – 9:00 am	Housekeeping and Introduction				Lecture Theatre 7 Building C
9:00 – 10:00 am	KEYNOTE ADDRESS: Gert Biesta – <a href="#">Reclaiming the work of teaching</a> Sponsored by Springer				Lecture Theatre 7 Building C
10:00 – 10:30 am	CONCURRENT SESSIONS				
Location	C1.38	C1.39	C1.41	C1.48	C1.49
Focus	Mentoring	Ethics	Professional Learning	Challenging teacher professionalism	Accreditation
10:00 – 10:30 am	<a href="#">Peer-group mentoring for primary pre-service teachers</a> Michael Cavanagh, Alexis King	<a href="#">The ‘wicked problem’ of ethics in the policy and practice of teacher education research</a> Robyn Bradenburg, Sharon McDonough Sponsored by Routledge Taylor & Francis Group	<a href="#">Professional learning and practice in an open classroom environment</a> Jacqueline Joseph	<a href="#">Teacher-targeted bullying and harassment in Australian schools: A challenge to teacher professionalism</a> Rochelle Fogelgarn, Edgar Burns, Paulina Billett	<a href="#">The Changing Face of Accreditation for Initial Teacher Education Programs in Australia</a> Terri Bourke
10:30 – 10:55 am	Morning Tea				Building C – Ground Floor
11 am - 12:30 pm	CONCURRENT SESSIONS				
Focus	Reframing professionalism	Perceptions and differences	21st century technologies	Preservice Teachers	Pre-service teachers experience with curriculum
11:00 – 11:30 am	<b>SYMPOSIUM</b> <a href="#">Reframing professionalism? Practising scholarly dissensus?</a> Stephen Heimans, Parlo Singh, Gert Biesta, Andrew Hickey, Andrew Barnes, Matthew Clarke, Grace Quaglio, Judi Warmerdam, Joanne Casey, Craig Hargraves, Pamela Eichmann	<a href="#">Gender differences in pre-service education students’ teacher dispositions</a> John Ehrich, Stuart Woodcock, Conor West	<a href="#">Social media and teacher professionalism: Getting in on the act</a> Donna Pendergast, Beryl Exley, Nan Bahr, Jo-Anne Ferreira	<a href="#">Exploring the perceptions of preservice teachers and their experiences of mentoring in literacy during professional experience</a> Sarah James, Suzanne Hudson	<a href="#">STEM, STEAM and the spaces between: Explicating the enablers and inhibitors of interdisciplinary teaching and learning</a> Abbey MacDonald
11:30 – 12:00 pm		<a href="#">What does it mean to be an English-As-An-Additional-Language teacher? Pre-service teachers and in-service teachers’ perceptions</a> Minh Hue Nguyen	<b>PRACTICE WORKSHOP</b> <a href="#">Can LEGO® Serious Play® help teacher educators better understand the notion of professional identity?</a> Linda-Dianne Willis, Deborah Heck, Helen Grimmett	<a href="#">Methods and innovations in teacher education research</a> Megan Adams	
12:00 – 12:30 pm		<a href="#">Self Driven Learning and Development of ESOL Tertiary Teachers in Private Teaching Institutes in Christchurch, New Zealand and its Impact on Their Own Sense of Collective Efficacy</a> Said Ahmad Zohairy			<a href="#">Transforming pre-service teacher perceptions of science teaching through place-based partnerships and practice</a> Monica Green, Hongming Ma
12:30 – 1:00 pm	Conference Conclusion				Lecture Theatre 7 Building C
1:00 – 1:15 pm	Lunch (Grab-n-Go) and Shuttle Buses back to Mooloolaba at 1:15 p.m.				Building C – Ground Floor

## Abstracts

### DAY 1: Wednesday, July 3<sup>rd</sup> – Morning

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#### Lecture Theatre 7 Building C

**Tom O'Donoghue**

*Looking backwards to look forwards* Sponsored by Teachers Mutual Bank

This presentation is based very much on my reflections on nearly thirty years working with students of Education in the fields of education policy, leadership, generic curriculum studies, and teacher preparation. That work was both as a teacher of students and as a supervisor of their postgraduate theses. At all times, my focus has been on current issues in these fields, on trying to generate understandings about them, and on proposing possible solutions to deal with them that are deemed worthy of being put to the test of practice.

Concurrently, I have at all times had a commitment to trying to ensure that my work and that of students is underpinned by a strong academic base in the foundation disciplines of the philosophy, sociology, psychology and history of education. To this end specifically and as a specialist, I have spent a long time through my own research agenda working in the field of history of education. For much of that long period I have been a champion of the view that being cognizant of the history of education is important for teacher educators, those being prepared as teachers, and practicing teachers, administrators and policy makers, for two reasons. First, it provides one with the necessary content to one's work and one's location within an ever-changing landscape, thus impressing that current circumstances need not necessarily be as they are. Secondly, and for a similar reason, it can allow one to come to an understanding on how I relate to any aspect of policy or practice, one can see that it had historical antecedents and come to realise how we got to where we are.

Lately, the third reason for many to be informed by history of education has been consuming me, namely, its potential to generate an awareness of the great number of insights that have been 'forgotten', deliberately or otherwise, especially since the early 1970s and especially in recent times, and that, if recovered would lead to a much greater professionalism among all parties. I seek to illustrate this by arguing that seeing national standards in teacher preparation as the fundamental guide in designing courses of preparation for pre-service and practicing teachers has divorced the field from more fundamental informing principles aimed at ensuring the development of professionals and has generated fractures like those that currently exist between teacher preparation and other aspects of studies in the field of education studies. These fractures work to the detriment of both areas and should be removed. A variety of forgotten insights are recalled to illustrate what this might mean in practice.

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#### Lecture Theatre 7 Building C

**Colette Alexander, Jillian Fox and Amanda Gutierrez**

*Conference Book Chapter 1- Conceptualising Teacher Professionalism*

Recently, Sachs (2016) posed the question, 'why are we still talking about teacher professionalism?' Despite a long history of political and educational discourses about the professionalising of teaching, there remains little clarity about the meaning and intent of terms such as profession, professionalism and professionalisation in the context of teaching. Debates abound in relation to the influence of these

discourses on the professionalising, deprofessionalising and reprofessionalising of teachers. Significant to the issues raised is the role and function of teacher education in the professional learning and development of teachers and the promotion of the teaching profession. This chapter explores core issues surrounding professionalism and teacher education with an emphasis on the Australian context. It will: i) analyse definitions of the concepts of profession and professionalism and their application to teachers and teaching; ii) outline core contestations in the spaces between political and educational discourses in contemporary contexts; and iii) discuss emerging perspectives in teacher education for innovating policy and practice in support of the ongoing maturation of the teaching profession.

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**C1.38****TEACHER PERFORMANCE ASSESSMENT**

**Kim Keamy, Rebecca Walker, Jane Loxton, Val Morey, Jeana Kriewaldt, Vilma Galstaun, Richard Sallis, Robyn Brandenburg, Melody Anderson**

*Teaching Performance Assessments: Collaboration, partnerships and ethical practice in designing and implementing the AfGT*

In Australia, a key policy mechanism for improving initial teacher education (ITE) has been to require ITE providers to demonstrate evidence of their impact on school students' learning in their courses (Australian Government Department of Education & Training, 2015). ITE providers are required to include a final Teaching Performance Assessment (TPA) as evidence of pre-service teachers' impact on student learning and of meeting the Australian Professional Standards for Graduate Teachers (Australian Institute of Teaching and School Leadership, 2011).

The Assessment for Graduate Teaching (AfGT) is a TPA that has been designed and implemented by a Consortium of Australian universities from across three States and two Territories. The AfGT has been developed to capture the sophisticated intellectual work of teaching and with the flexibility to address the different contexts of PSTs' preparation, undergraduate and postgraduate courses, the stages of schooling and modes of delivery.

In this symposium, we reflect on insights we have gained since the initial design and development of the AfGT in 2017, through to the full implementation across the entire Consortium. Our intention is to share these insights with our ITE colleagues to provide insights into how they might also exercise agency in the current reform agenda in ITE.

Presentations in this symposium will address: 1) Transformative collaborations and how they change the game in initial teacher education, 2) A description of the implementation of the AfGT in three different Australian contexts, with a focus on school-university partnerships, and 3) Teaching Performance Assessment: Ethical commitment, processes and impact.

PLEASE REFER TO ATTACHMENT FOR PAPER ABSTRACTS.

[https://atea.edu.au/wp-content/uploads/gravity\\_forms/6-35dba2673da3bb752080fbad3ffd2cae/2019/03/AfGT-Symposium-Abstract-ATEA-Conference-2019-FINAL.pdf](https://atea.edu.au/wp-content/uploads/gravity_forms/6-35dba2673da3bb752080fbad3ffd2cae/2019/03/AfGT-Symposium-Abstract-ATEA-Conference-2019-FINAL.pdf)



## DIGITAL TECHNOLOGIES

**Anna Kinnane, Ross Capeness***Digital portfolios: a collaborative solution to professional and regulatory requirements*

"The Queensland College of Teachers (QCT) engages with teachers across their whole career continuum and has a strongly vested interest in supporting initiatives and partnerships with other stakeholders to ensure a quality profession. The QCT is the regulatory authority responsible for the promotion and protection of the teaching profession in the state of Queensland. It was established to uphold the standards of the profession, maintain public confidence in the profession, and protect the public by ensuring education is provided by approved teachers in a professional and competent manner.

The QCT's responsibility to the overall development and promotion of the teaching profession in Queensland enables a unique perspective of the interconnectedness of the career phases of a teacher, to see the profession holistically, and to understand that the initial teacher education phase should not be viewed in isolation in the teacher quality and preparedness debate.

In line with the theme for this conference Professionalism and Teacher Education: Voices from policy and practice, this paper highlights an ongoing initiative by the QCT that investigates and reimagines how digital portfolios enhance the evidencing of professional practice. This initiative began as a response to TEMAG recommendations by focussing on the Graduate Teacher career phase, and this has now expanded across all phases of a teacher's career to include meeting the Proficient, Highly Accomplished and Lead Teacher stages of the Australian Professional Standards for Teachers. This initiative was designed and undertaken in collaboration with Queensland higher education providers and employers to develop collective and innovative solutions that include all participant voices, meet the demand for accountability, and assist with deeper understanding and engagement by teachers in shaping their ongoing professional learning."

**Peter Maslin***ITE Helping student teachers find a professional digital teaching identity in a context of contestable, continual and messy change*

Digital change is rewiring the shape of education, with digital concepts now being seen as common-sense features of educational life and new ways of thinking about education emerge (Loveless & Williamson, 2013, Reinsfield, 2018). As a result, government, parent and community expectation of what it means to be a professional teacher have changed in line with this digital shift. Aspects such as academic success are measured in aspirational terms such as being future-focused, digital fluency and computational thinking. The expectation being placed on Initial Teacher Education (ITE) is to prepare student teachers who are confidently digital in their own professional identity, meet requirements mandated in policy for digital competence and can adapt to digital expectations that are constantly upgrading, changing and rebooting.

One key issue that ITE has to engage with is that of the digital dilemma in which student teachers' (STs) confidence and competence to use actively digital pedagogy has been previously undermined by a mismatch between digital expectations and the reality of ITE program experience (Maslin & Smith, 2017). This mismatch has a potentially negative impact on a ST's ability to develop confidence in using digital technology as a pedagogical tool. The image of the self-aware, proactive, and confident 'digital native' as graduate is fading. Instead, at least some graduates may be digitally underprepared or even unwilling to face what one graduate described as an "alien invasion of technology". This 'invasion', which is considered too advanced to understand, seeks to take over educational pedagogy. It typically surpasses the digital ability of both associate teachers (ATs), STs and ITE's.

This paper presents the perspectives of graduating ITE Primary and ECE students from two New Zealand based ITE providers, firstly, about their experiences within their program of study and how this supported the development of confidence in using digital technology as pedagogy, and secondly, how ITE providers can intervene to prevent the development of the kind of digital mismatch which may undermine student teacher confidence and competence. As a result, two models that potentially can empower practicum experience as the nexus for developing a ST's digital pedagogical confidence for professional application. The first model, 'Practicum as nexus for digital intervention', embeds a whole course strategy to empower practicum as the nexus for the development of digital pedagogical confidence. The second linked model provides an approach ITE could use to create space in coursework and practicum to safely develop digital pedagogical confidence.

## **Walter Barbieri**

### *Educational Technologies and Teachers' Professionalism*

The extent to which teachers enjoy qualities of professionalism such as agency, self-review, communities of practice, change and development led by practitioners (Swann et al. 2010) is inconsistent. Educators are engaged in a tug of war, but not a binary one – rather one that finds a convergence of the competing forces of government, economic markets, school leaders, other teachers and the broader community (Vanassche 2014).

The contest applies to many layers of professionalism, including the ever-increasing use of educational technologies. Australia has among the highest proportion of computers in schools of the countries sampled by the OECD in 2015.

The role of teachers in developing policies behind this widespread use of technologies – as well as device selection, implementation and evaluation – is sporadic and sometimes absent altogether (Mockler, 2013). Often, educational technologies in school contexts are selected by administrators and ICT technical experts, rather than teaching practitioners (Yusuf in Amzat & Valdez eds., 2017). In these instances, decisions can be made on the basis of economic and infrastructural expediency, rather than for educational imperatives.

The question therefore arises: how can teachers reclaim professionalism in the use of educational technologies? One answer is to instigate a rigorous process of measurement to be designed and led by educators themselves.

This paper presents preliminary findings of an action-research study for the evaluation of a program of implementation of educational technologies in an undergraduate teacher education context. In 2019, all first-year students of the Bachelor of Teaching degree at the University of Adelaide will possess a personalised iPad to use for their learning, so as to enhance participants' skills in relation to the University of Adelaide's Digital Capabilities Framework, to digitise a number of hardcopy processes and to support students' use of technologies for teaching processes.

The methodology is based on de-identified quantitative and qualitative data. The data collected by participants includes:

- a 15-question Likert-scale survey measuring self-reported confidence at the University of Adelaide's Digital Capabilities Framework;
- the characteristics and mode of the assessments used by academics of students with iPads;
- printing levels;
- levels of engagement with the learning management system

The same data will also be sought from a control group. Baseline and mid-year data, and its resulting implications, will be reviewed and presented.

Importantly, as the participants in the action research are teacher educators and students affected by the iPad's introduction, this research offers a way to help educators regain control of the narrative surrounding the use of digital technologies in initial teacher education learning. This methodology will help educators reclaim the important professional processes of review, critique and agency.

Furthermore, by participating in the research and discussing its findings, pre-service teachers will discover the extent of their agency in decisions affecting their profession. Understanding the processes involved in evaluating policy can embolden and add rigour to the ways future teachers conceive of their professionalism.

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## C1.41

### STUDENT ENGAGEMENT AND WELLBEING

**Judy Rose, Sue Whatman, Sama Low-Choy, Katherine Main**

*Co-designing school site-based inquiry into student engagement and wellbeing: reclaiming teacher professionalism in shaping young lives*

The surveillance and governing of schooling in Australia (Edwards-Groves, Grootenboer & Wilkinson, 2018) has nurtured a particular kind of performativity in addressing student wellbeing in schools. It has meant that teachers are required to collect more data and engage in ever-expanding forms of teacher work. The policy landscape in wellbeing has shifted enormously in just a few years with the formation of a national wellbeing hub in 2018 with national policies directing attention to key priorities, particularly around Mental Health, and the instigation of Wellbeing policy officers 'on the ground' in state jurisdictions (Thompson, 2018). Within this rapidly changing landscape, schools are encouraged to turn to outsourced provision of health education and wellbeing interventions by commercial providers through Australian Government funding (Sperka, Enright & McCuaig, 2018) and via State partnerships with both commercial and not-for-profit organisations which, as a 'de-professionalising practice' bring with it genuine concerns about the providers' intentions, the specificity and relevance to site-based priorities, and ultimately outcomes for students (Penney, Petrie & Fellows, 2015; Williams & Macdonald, 2015).

However, many schools are also taking the initiative to design their own approaches to support student wellbeing. This paper discusses a project which has developed out of university-school discussions around supporting teachers to promote and enhance student (and teacher) wellbeing through a long-standing industry forum – the Tertiary Educators Industry Advisory Group – at Griffith University. Together with teachers on each unique school site, the project team has co-designed a methodology that combines analysis of mandatory school reporting data on student engagement and other school-specific indicators of engaged students, with rich, in-depth narratives from teachers and school leaders. Facilitated focus group methods then generated teacher-designed conceptual maps of how they currently support student wellbeing along with descriptive statistical analyses of the student engagement trends. Operating from the assumption that teachers are experts, these maps, narratives and descriptive statistics are then structurally modelled with Bayesian network methods using an approach developed by Low-Choy, Riley and Alston-Knox (2017) to suggest back to the school site how their approaches appear to be affecting student wellbeing.

This paper explores two of the conference sub-themes including the sharing of new methods in gathering data around wellbeing in schools and, in doing so, suggesting how educators working together reclaim professionalism for teachers. Teacher professionalism is reclaimed by university educators working together with teachers to highlight the richness of data collection in which they are already engaged and connecting it to their existing and future pedagogical choices and schooling routines (Beckett, 2013; Glasswell, Singh & McNaughton, 2016; Singh, 2015). This paper concludes that by coming to understand responses to perceived crises in wellbeing as fundamentally pedagogical, it is clear that teachers are best placed to gather evidence around and make decisions upon school-wide approaches to wellbeing.

## **David Cramb**

### *Primary teachers' conceptions of student engagement- a phenomenographic study*

When students' motivation and engagement in learning decline, it can be manifested in several ways including apathy towards classroom tasks, disruptive behaviour and absenteeism and, if continued over time, school dropout. As such, student engagement has been recognised as being key to students' academic success.

Student engagement is a complex and multidimensional construct with researchers yet to agree on a single universal definition. Early studies into student engagement focused on a definition linked to active learning and participation. However, more recent research extends this notion to explore and understand the difference between student compliance and student engagement. Meta-analyses around student engagement have revealed how interconnected engagement is as a construct with student learning being the product of both the processes and outcomes of being engaged. This work has led to the identification of three key engagement dimensions: behavioural, emotional and cognitive forms which all contribute to student engagement. Thus, it has been argued that student engagement is much broader than active participation and is evident when student learning is fully integrated within the learning context and environment or when students actively interact with the learning and control the outcome of it.

While significant observational research has sought to define student engagement, there are limited studies which attempt to understand student engagement from the perspective of the teacher. This study is focused on understanding primary teachers' (Years Prep to year 6) experiences and conceptions of student engagement with their classrooms. Using the methodology of phenomenography, twenty primary teachers were interviewed using a semi-structured format to answer the research question: "How do primary teachers conceptualise student engagement and what strategies do they advocate to engage students in learning?" Responses were analysed to identify similarities and differences and coded to build 'pools of meaning'. Finally, from the pools of meaning, the data were grouped into what and how spaces to classify information regarding the participants' conceptions of the phenomenon as opposed to their explanations of how they use the phenomenon in their practice.

Building understanding of student engagement from the point of view of the teacher is a key purpose of this research. Understanding engagement from within the teachers' context may assist and advise future professional development, policy and teacher training in order to re-evaluate teaching and learning practices to support the learning of every student.

**Tracey Sempowicz, Kylie Bradfield, Mallihai Tambyah**

*Knowing your students: the role of inclusive pedagogical practices and teacher professional agency for children from diverse backgrounds.*

Educational research and policy, both internationally and within Australia, has positively influenced inclusive practices which cater for the needs of all children in schools, particularly those from diverse backgrounds (MCEETYA, 2008; Department of Education and Training, 2018). International adoptees represent one of many minority groups in Australian schools, which is under-represented in educational research, in teacher training and in professional development programs (Baker, 2013; Evan B. Donaldson Adoption Institute, 2010). School personnel may therefore lack knowledge, understanding or personal experience in relation to the impact of attachment disruption and complex trauma on these children's development as they engage with various aspects of the curriculum in the social context of the school. This study collected data using focus group interviews (Krueger & Casey, 2000) with adoption support workers and adoptive parents, as well as a multi-case study (Stake, 2006) of 10 adoptive families (parents and adoptive children) in Queensland, Australia. The study used a multi-dimensional theoretical framework, incorporating childhood development (Erikson, 1969), attachment (Ainsworth, 1963; Bowlby, 1958), and trauma theories (Perry, 2001; Ziegler, 2011) and social constructionism (Burr, 2015; Crotty, 2012) to examine the school experiences of international adoptees from the perspectives of the participants (Author 1).

One finding highlighted the need for greater teacher professional agency (Buchanan, 2015; Campbell, 2012; Edwards, 2015) where agency and beliefs, in specific educational contexts, is influenced by cultural, structural and material resources (Biesta, Priestley & Robinson, 2015). It is argued that teacher agency and discretion offer a significant opportunity to overcome obstacles to inclusion in the delivery of the curriculum for all children, including those in minority groups, such as international adoptees. In particular, this study suggests a need for continued development of teachers' knowledge of critical literacy (Behrman, 2006; Author 2; Lewison, Flint, & VanSluys, 2002) to assist in overcoming obstacles to inclusion in the delivery of the curriculum. This presentation aims to contribute to the ongoing scholarship into inclusive pedagogical practices and teacher professional agency to further promote understandings of what it means to be a professional.

Key words: critical literacy, curriculum, inclusion, inclusive education, international adoptees, minority groups, teacher knowledge, teacher professional agency

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**C1.48**

## **QUALITY AND IMPLICATIONS IN ITE**

**Peter Churchward**

*Navigating the Discourses of quality: ECTs, teacher education and the pursuit of quality*

"It is commonly argued that the teacher is the most important factor in improving student outcomes. The belief is that measures of student performance will improve if the quality of teaching is improved. With teacher quality identified as problematic, the solution is to create policy solutions directed toward improving teacher quality through programs of teacher education, induction, mentoring, accreditation and certification. The problem now becomes how to define teacher quality. It is an ineffable term, most often understood through observation and interpretation of how teacher quality is discussed. Beginning



in their teacher education courses, and continuing through the early years of their career, teachers must make sense of the quality teacher discourse. How they navigate the Discourses of quality is the subject of this presentation. It is possible to identify six Discourses of quality. Three are visible, the Readiness Discourse, the Standards Discourse, and the Effectiveness Discourse, and three are obscured, the Responsibilisation Discourse, the Performativity Discourse and the Identity Discourse. For ECTs, the pursuit of quality requires they make sense of these Discourses. The presentation explores how quality teaching is understood and experienced by early career teachers. Three research questions are posed:

1. How do Early Career Teachers (ECTs) see themselves as quality teachers?
2. How do ECTs navigate the quality teacher Discourse?
3. How do ECTs enact the ideal of quality teaching?

These questions conceive of ECTs as corporate agents reflexively deliberating on what it is to recontextualise policy and the visible discourses to be a quality teacher. The theories of Margaret Archer and Basil Bernstein are used to understand how ECTs pursue quality.

The university ethics committee granted ethical clearance to conduct stimulated recall interviews with 13 ECTs in two Australian states, as part of a doctoral research program. The ECTs were considered to be quality teachers as they had been selected to teacher education courses of excellence in the final year of their ITE program. Interviewees were presented with artefacts to stimulate their recall of their experiences across their first five years of teaching. Using James Gee's approach to critical discourse analysis, the data was analysed to identify how ECTs understood their development as quality teachers. This paper presents preliminary information relating to how ECTs manage their first five years of teaching in the pursuit of quality. The ECTs in this study began teaching in a state of readiness, keen to assume responsibility for their students learning and their own development. They find the Australian Professional Standards for Teachers useful when used as a guide to development. However, they recontextualise the Discourse to suit their needs in their context. They have embraced the pursuit of quality. These early findings provide insights into teacher education and teacher induction programs."

**John Kertesz, Peter Brett**

*Implications of the language of 'impact' in initial teacher education.*

"Despite being referenced frequently in the Teacher Education Ministerial Advisory Group (TEMAG) report and Australian Institute of Teaching and School Leadership (AITSL) accreditation documentation, 'impact' remains both a contested term and space in initial teacher education (ITE). Consensus on the implications of impact for teacher education remain problematic because of the absence of any agreed definition, variable classroom and educational community contexts, and the relationship between cognitive and affective domains of teaching and their translation into certification and accreditation. Regardless of these issues, the demand for 'positive impact' on classroom learning likely will remain part of political and educational discourse and pressures. Rather than waiting to be told by the professional regulator, ITE providers should engage with and wrestle with the meaning and implications of 'impact' for the benefit of current and future pre-service teachers.

In this workshop, participants will retrace one Education faculty's efforts to try to define 'impact' in teaching terms and consider how this might influence future program design. The journey begins in a school classroom with an expert teacher researcher explicitly planning to capture the impact of

transformational learning as the basis for a workable definition of classroom impact. A backwards design approach is then applied to examine and propose in diagrammatic form the applicability and relevance of failed impact, verification and evaluation of ITE student classroom evidence, the relationship between individual and program responsibility for classroom impact potential, and the evaluation procedures required to assure ongoing quality. The proposed argument is that we cannot expect to recognise, generate, and evidence positive classroom impact unless pre-service teachers are equipped with the pedagogical content knowledge and habitus to look beyond teaching inputs to student outcomes. This leads to the next stage of the ongoing research journey with the conceptualisation of a programmatic assessment model that explicitly evidences graduate capabilities to generate effective teaching and learning in school classrooms through richer integration of university course learning and teaching practice. There are important implications here for the work of supervising teachers in shared classroom competencies that link to impact, and the incremental construction of ITE student impact awareness through reorientation from pedagogical inputs to student learning outputs. A proposed model posits the design of programmatic learning experiences that incrementally forge teacher identities empowered with impact consciousness. We go on to discuss the ways in which this impact consciousness 'lands' in annual program reports and accreditation narratives.

In addition to being invited to critique and discuss the proposed theoretical programmatic framework, workshop participants will be encouraged to share their own impact research, initiatives, and experiences, and to contribute to broadening dialogue on the promotion of ITE program impact consciousness and processes that try to transcend accreditation compliance and regulatory imperatives."

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#### **C1.49**

#### **ABORIGINAL AND TORRES STRAIT ISLANDER WAYS**

**Sharon Louth, Romina Jamieson-Proctor**

##### *Cooperative Learning and Teaching with Traditional Indigenous Games (TIG)*

"This paper reports on original research from a larger study that examined the effects of an intervention program, namely Traditional Indigenous Games (TIG), on school children and their teachers in regional, coastal southeast Queensland, Australia.

The study employed a quasi-mixed methods research design where 235 students from five primary schools took part in the 6-month intervention study. Students' participation and collaboration in cooperative games were measured using two instruments: reflective journals which were analysed using paired samples t-tests, and student surveys, which were analysed using a MANOVA to explore differences across time. Statistically significant differences across time for student perceptions of their levels of enjoyment of physical activities (large effect size) and their cooperation in physical activities (moderate effect size) were found. Quantitative data from teacher surveys were analysed using descriptive statistics and qualitative data from teacher semi-structured interviews were analysed iteratively using the nVivo software package and supported the differences revealed in the student data. The positive outcomes in participation, cooperation and collaboration experienced by both students and teachers in this study demonstrates the huge potential for teachers to facilitate TIG to promote cooperative and inclusive learning activities and positively influence the physical, cognitive, social and emotional health and well-being of children."

**Simone White, Prof Peter Anderson, A/Prof Matt Byrne, Dr Graeme Gower, Maria Bennet, Alison Quin**

*Engaging and Partnering with Aboriginal and Torres Strait Islander parents and caregivers*

While there has been a significant increase in government funded, quality professional development resources to better address the Australian Professional Standards for Teachers (APST) 1.4 and 2.4 foci, there remains a large gap in their uptake resulting in any real evidence of their positive impact for Aboriginal and Torres Strait Islander students. The reason for this is twofold: firstly there are still too few Aboriginal or Torres Strait Islander educators working in the professional development space, making learning opportunities few and far between. The second, is that while there has been an increase in the development of quality materials and resources, the topic itself is highly fraught, with many educators reporting they are relatively ignorant of such resources or ill-equipped to engage and best utilise them.

This interactive workshop addresses this second issue and will introduce and showcase the recently completed government funded project titled Engaging and Partnering with Aboriginal and Torres Strait Islander parents and caregivers. The project has culminated in a unique interactive website (see [www.yourstoryyourjourney.net](http://www.yourstoryyourjourney.net)) that houses a number of professional learning and teaching tools, strategies and resources, designed to support all those working to improve the educational success of Aboriginal and Torres Strait Islander students in schools, Australia's First Nations peoples. It is intended to be used in teacher education programs (pre-service and in-service), by teachers and school leaders, and by Aboriginal and Torres Strait Islander communities. The resource has been created to help all educators to form relationships and partnerships with local communities, parents and care givers to achieve better educational outcomes for all Aboriginal and Torres Strait Islander students. The resource positions educators as powerful agents of change. The workshop will engage participants in all aspects of the 'behind the scenes' and ultimately serve as a powerful professional development tool for teacher educators to take back to their institutions.

C1.38

### HYBRID SPACES

**Alex Kostogriz, Megan Adams, Gary Bonar**

*Practice architectures of international schools: Teacher professionalism in hybrid education spaces*

The 2018 Global Report on the International Schools Market has revealed a steady growth in international schooling worldwide. Today, the sector caters for more than five million students and employs around half a million teachers. Although international schooling is a global phenomenon, one third of the schools are concentrated in developing countries such as the UAE, China, Saudi Arabia and India. This reflects a growing demand of the global middle class for quality education for their children; one that addresses national education requirements, as well as building the international capabilities of the students. As a result, an increasing number of international schools select curricula that enable them to meet the immediate or local needs of their students and, equally, prepare them for studies in the universities of developed countries. This type of schools, known as ‘internationalised’ or type-C schools, are unlike traditional single curriculum international schools in that they hybridise curricula to meet the needs of middle-class parents and students in developing countries.

In the context of the rapid expansion of type-C international schools and their demands for a teaching workforce, teachers are increasingly on the move. It is, however, no longer sufficient to represent international teacher mobility merely as a movement of predominantly English-speaking teachers who can deliver American, British, Canadian or Australian curricula in developing countries. The increase in schools that offer bilingual and cross-national curricula has resulted in the mobility of local teachers who work alongside English-speaking ones. This symposium explores various aspects of teacher professional practice in international schools providing hybrid learning environments for students and employing heterogeneous teachers to deliver bilingual and cross-national education. It reports on an international comparative research project into type C international schools that focuses on the professional challenges teachers encounter in their everyday lives as they operate across pedagogical, linguistic and cultural differences.

#### **Paper 1. Professional practice of international teachers and the theory of practice architectures**

**Alex Kostogriz, Monash University**

Despite the global significance of international schooling, the professional practice of international teachers remains under-represented and under-theorised in the education research literature. In particular, this problem concerns the work of teachers in hybrid learning and teaching sites that have emerged in response to the current demands of educational markets in developing countries. This paper focuses on the professional practice of international teachers in schools that offer complex learning environments, identifying challenges that arise from a tension of the global-national binary logic implicit in such schools.

The paper draws on the theory of practice architectures (Kemmis, et al, 2014) to analyse the contradictions and tensions of working in schools that span heterogeneous education projects, curricula and languages in order to offer a distinct model of internationalised education. By focusing on teachers’ work as represented by their stories, it examines site-based practices and their arrangements in particular empirical cases. Turning to practice theory enables, firstly, identification of the distinctive practice

architectures that coexist in international schools and, secondly, analysis of instances of their hybridisation as a strategy of constructing an internationalised school. This inquiry into practice illuminates a site ontology of professional becoming that, in turn, enables us to theorise teacher professionalism in and for international education as a teacher's ability to engage in dialogical interaction, intercultural meaning-making, collaborative work and ethical relationships.

Empirical data in this paper are drawn from two case study schools located in the two major countries that provide type-C international education. The data sets include interviews with school leaders, international and 'local' teachers, as well as site specific texts and photography. A detailed examination of emergent themes has been conducted and analysed using the theory of practice architectures. The analysis has focused on the cultural-discursive, material-economic and social-political arrangements of teacher practice to identify challenges and opportunities in re-professionalising teaching workforce in international schools.

The paper argues that the theory of practice architectures provides an important critical tool in exploring the site ontology of professional practices in international schools. The findings raise questions about professional dispositions, knowledge, actions and judgements that teachers are expected to demonstrate to 'fit in' to international schools. However, they also show how teachers become 'international' in practice that is mediated by different discourses about educational purposes and involves different kinds of activities and relationships with colleagues and students. These differences foreground a collective re-envisioning of professional practice in hybrid learning sites and draw closer attention to the identity work of international teachers. The paper concludes by drawing implications for re-professionalisation of international teachers and for the internationalisation of initial teacher education.

## **Paper 2. Hybrid environments of international schools: Focusing on language**

**Gary Bonar, Monash University**

The number of international schools that offer a blend of local and international curricula to a predominantly middle-class sector of the local population is growing. The students at these schools usually share the same first language, while the teaching staff often includes bilingual local teachers and monolingual expatriate teachers. This paper, as part of a larger study, explores the complexity of this linguistic landscape at one such type-C school in China. This study builds on previous work in bilingualism and translanguaging in international schools (Carder 2007, Mertin 2018) by adding empirical data from the emergent type-C category. In doing so, the paper addresses the gap in knowledge about the teaching practices and experiences of teachers (locals and expatriates) in international schools. Within the hybrid spaces that characterise international schools, questions around language choice and usage are of practical concern to the everyday work of teachers, as well as school leadership.

The theoretical framework of this study draws on the theory of practice architectures (Kemmis et al, 2014), focusing in particular on how language influences practices that are interactionally secured – i.e., how language mediates the 'sayings', 'doings' and 'relatings' of the practitioners. Of particular interest, in this paper, is the centrality of language in enabling and constraining practice architectures through the cultural-discursive, material-economic and social-political arrangements that exist in these hybrid education spaces.

As part of a larger study on the ecology of practices, this paper focuses only on the data collected through focus group interviews with local and international teachers working in a type C school in China. The interviews have been conducted in Australia and at the school in China, and these data have been supplemented with classroom observation notes and an analysis of school facilities. The thematic analysis of the interview data has provided important findings about the role of language in informing, shaping



and defining teacher practices, particularly in terms of the practice traditions of the site and the dispositions of the teachers.

The findings indicate that while matters surrounding language choice and usage are present in school policy, re-examining the bilingual education practice may mitigate the challenges students face when transitioning from a largely Mandarin-centred primary and junior secondary school education to the English-centred senior school. For locally-hired teachers there are issues related to the choice of language during instruction, while for expatriate teachers challenges are centred around the dynamics of communicating and teaching almost entirely in English. Further findings indicate that language use contributes towards tensions between local and international teachers, thereby affecting their potential to collaborate and develop collegial relations.

Implications for local and international teachers working in hybrid environments can be divided into two domains. In terms of their classroom practice, the capacity and willingness of teachers to constructively engage with practices that are inclusive of translanguageing are seen as potentially beneficial. At the level of interactions between 'local' and international teachers, implementing structures and communication channels that enable all teachers to reflect on and discuss language-related issues has potential benefits for not only teachers, but also the education and wellbeing of students.

### **Paper 3. Local/regional-hire and international teachers in a hybrid environment: Dancing around intersubjective spaces of an international school.**

**Megan Adams, Monash University**

International schools, and the education they provide, serve a multitude of purposes. To fit within the broader educational regulation and policy framework of the country in which they are situated, and to meet the demands of the local and international clientele they cater for, international schools employ both local hire and international teachers. Research indicates hierarchical divisions that exist between local and international teachers (Bailey, 2015). Yet, these teachers have the common goal of educational transformation within an international environment. The focus of this research is to explore the intersubjective spaces of teacher sayings, doings and relatings (Kemmis, et al., 2014) in an Australian International School in the United Arab Emirates, and ways in which collaborative practices are understood, enacted and constrained.

The current study is framed by the main research question: How are professional practices between local-hire and international teachers enacted in intersubjective spaces of an international school? The school was selected as it is an international school that implements the Australian curriculum catering for students from 3-18 year olds; 80% are local UAE citizens or hold passports from the region. Local/regional hire teachers constitute 20% of teaching staff and international hires account for 80%. The study reports on an analysis of 6 focus group discussions, totaling five hours of data collected. There were 27 participants who teach three to 18 year-old students.

Emerging from analysis of the intersubjective spaces of sayings, doings and relatings, initial findings show that there are parallel teaching practices with minimal opportunity for collaborative practices between local-hire and international staff. Further findings indicate that local and international teachers have varied understandings of collaborative practice, which are constrained or enabled by the curriculum, cultural understandings and past professional experiences.

This study has critical implications for teachers as professionals, opening up opportunities for them to reflect critically on how they interact and to become consciously aware of 'othering' in intersubjective spaces of international schools. Similarly, with greater awareness leaders in international schools could support ways in which international and local/regional teachers can collaborate. The paper provides

broader implications for professional practice of international teachers in schools where curricula, languages and cultures collide. In the context of a growing demand for international schooling worldwide, finding new ways of building teacher professionalism and establishing the culture of collaboration beyond linguistic and religious differences become a priority. Projects that explore the intersubjective spaces of practice together with practitioners offer a promising direction for the transformation of power relations.

**Jennifer Clifton, Kathy Jordan**

*Who is the hybrid teacher educator? Understanding professional identity in school-university partnership*

Teacher education has long been criticised for a perceived disconnect between university-based and school-based learning, and literature often proposes closer integration of these two spaces as central to bridging this disconnect (Allen & Wright, 2014; Darling-Hammond, 2006); third space theory is one way to frame this integration (Zeichner, 2010). Third space theory provides a theoretical premise that has the potential to reconceptualise the connection between universities and schools through disrupting binaries and encouraging the continual negotiation and reinterpretation of identities (Bhabha, 1994). Through reconceptualising the spaces of, and between, schools and universities, third space theory encourages new ways of thinking about partnerships, shared knowledge, and ways of working, and in doing so creates hybrid roles which challenge traditional roles or positions within both spaces. Drawing on interviews with several hybrid teacher educators, this chapter discusses the fluid roles and responsibilities of these emerging roles and considers implications for shifting professional identities in teacher education.

**Linda Westphalen, Jarrod Johnson**

*Beyond Professionals at Pulteney: Curiosity 2018*

### **Research Focus or Problem**

Designed as a responsive and pragmatic face to face and online Community of Practice (CoP; Wenger 2006), Professionals at Pulteney (P@P) is a professional development network which offers academic support for in- and pre-service teachers writing for publication, individual and collaborative research, pedagogic/assessment innovations and technologies in teaching practice. The CoP featured at ATEA 2018 where it was awarded the Teacher Education Partnerships Grant, enabling the creation of the inaugural Middle School Teacher 'Curiosity Conference' on October 2, 2018. This presentation outlines the key outcomes from this Conference.

P@P developed from a partnership between the School of Education at the University of Adelaide and Pulteney Grammar School and culminated in 'Curiosity'. The conference was attended by 60 delegates with 18 presenters across all school discipline areas. It will now be a regular bi-annual event hosted by Pulteney and provided to the wider school and teaching community. Both P@P and 'Curiosity' came from a desire for teachers' learning to be based on their choice rather than their compulsion, geared to the scheduling needs of time-poor professionals, flexible enough to allow discipline-focussed innovation, research and/or creative enterprise, and promptly responsive through and with peer and lecturer collaborative relationships. 'Curiosity' celebrated the successes of teachers who ideate, plan, craft, trial, reflect and share their expertise with colleagues, future colleagues and community.

Professionals at Pulteney: Conceptual Framework and theoretical context

In a competitive and rapidly changing educational environment, teachers at all levels must be current, value student and their own learning highly, model a growth mindset and best professional practice to

colleagues, school leaders, parents, their students and the wider community. P@P and 'Curiosity' are responses to these challenges. They outline positive impacts of innovations and creative teaching and leadership on student learning, pre-service teacher induction and staff academic profiles. This additionally meets the Professional Development required of teachers under Standard 6 of the Australian Professional Standards for Teachers.

Communities of Practice, 'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly' (Wenger 2006), are characterised by three criteria: joint enterprise, mutual engagement and shared repertoire (Wenger 2006 in Keay, May and O'Mahony 2014). Academic partnerships are well-documented in the US with Hinton and Fischer (2008) perhaps the best example of a P@P-like research partnership. These theoretical perspectives, among others, frame the P@P experience, drawing us to consider the learning of in- and pre-service teachers holistically as a community of learners.

### Insights and Reflections

Supported both by the School of Education and Pulteney Grammar, 'Curiosity' provided a forum for teachers to research and present areas of interest and expertise to colleagues. Presentations included topics as various as the use of IT innovations in planning, pedagogy and assessment, STEM and Robotics, Neuroscience, Wellbeing, Gifted and Talented education, Learning Spaces and Conflict Management. Both quantitative and qualitative feedback was sought from all delegates and presenters at the conclusion of the conference: it is this that will be the focus of our presentation at ATEA in 2019. Feedback was overwhelmingly positive, with delegates indicating that they valued presentations highly. Innovation and sharing of best practice in pedagogy were seen as key assets. Qualitative feedback was likewise positive, with participants indicating their support for ongoing P@P networking and more opportunities to present in the future. Our goal is to both expand and refine teachers' research processes and outcomes ready for Curiosity 2020.

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## C1.39

### BECOMING A TEACHER

#### Amanda Freeborn

*Who decides? How changes to Initial Teacher Education entrance requirements have subsequently impacted Initial Teacher Education curriculum*

Admission requirements for entrance into Initial Teacher Education (ITE) in Australia are routinely positioned as problematic (Auchmuty, 1980; Crowley, 1998; House of Representatives Standing Committee on Education and Vocational Training, 2007; Ramsey, 2000). In a bid to address this and improve teacher quality, in 2016 the NSW government mandated minimum academic entrance standards, requiring all potential undergraduate ITE students to achieve a mark over 80 in three high school subjects or demonstrate an equivalent academic standard (NESA, 2018). Three years on from these changes, the impact of this policy shift is yet to be fully explored.

This paper uses Ball's notion of policy effects (1993) to better understand the first and second order effects that policy can have and is further informed by policy enactment theory (Maguire, Ball, & Braun, 2011) to aid in understanding the challenges of policy implementation. Using this conceptual framework, this paper reports on one aspect of a qualitative multiple case study, highlighting the perhaps unintentional effect the policy is having on the ITE curriculum at some universities.

A key finding from the study, which used semi-structured interviews with academic and student recruitment staff from three NSW universities, indicates that the NSW Education Standards (NESA), the

government body responsible for accrediting NSW ITE providers has now become responsible for curriculum design at certain universities. This is as a result of universities with student cohorts that typically do not meet the minimum academic standard restructuring their curriculum as an alternative way to meet NESA requirements.

It is argued that enabling government to control the curriculum of ITE at some institutions devalues the professional expertise and contextual knowledge that ITE academics bring to their university's ITE programs and reduces the autonomy of ITE providers. Furthermore, with NESA only dictating curriculum requirements at some universities (typically those that admit students with lower high school marks) a distinction is then created between ITE providers implying that such universities need NESA's assistance with curriculum design in a way that other, more elite universities, do not.

Such findings highlight the disjoint between policy intention and enactment and have implications for both the marketisation of the ITE sector and the learning outcomes of ITE students across a range of institutions.

**Jenene Burke**

*Selection into Initial Teacher Education: The dangers of homogenising the teaching profession.*

Increasingly stringent requirements and processes for selecting Pre-service Teachers( PST) into initial Teacher Education (ITE) in Australia have been implemented in recent years under the guise of reforming the teaching profession. These reforms are motivated by the desire to improve the quality of classroom teaching and learning by ensuring that only the highest performing students can enter the profession. An ATAR study score of 70 or more is required to enter undergraduate ITE programs in Victoria. A student's ATAR can be adjusted using the Special Entry Access Scheme (SEAS) however a current proposal for the Victorian Selection Framework (into ITE) is a reduction in the maximum SEAS bonus.

In the current teacher education climate the discussion around the benefits of teacher diversity have been largely ignored, homogeneity of the workforce being the seemingly desired objective. Consideration afforded to the literacy and numeracy standards of graduate teachers, and teacher selection processes in Initial Teacher Education, in particular, seem to have neglected or ignored issues of educational access for prospective teachers. This presentation will examine the inherent dangers in ITE selection processes that privilege high secondary school academic performance and side-line issues pertaining to equity and diversity of the teaching profession.

**Tracey Hooker Simon Archard, Lynley Westerbeke**

*Traversing the journey from student teacher to full teacher certification*

This research aims to investigate the journey of student teachers as they complete their program of study and begin their careers in the teaching profession. There is little documented evidence of what, if any, impact an initial teacher education program can have on teachers as they move through the profession – from student to newly qualified teacher to fully certificated teacher. This project will explore this relationship and how graduates call on the knowledge acquired in their initial teacher education qualification to inform their practice as teachers. The Teaching Council of Aotearoa New Zealand is currently undertaking a project examining Future Focussed Initial Teacher Education this project will complement this work as well as the Ministry of Education's Draft Strategic Plan for Early Learning. The aims of both of these pieces of work are to provide quality learning outcomes for all children and effective teaching strategies. This project will explore these aims and the relationship between an initial teacher education program.

The research is a longitudinal study with three phases. The first phase investigated graduates perceptions of preparedness to teach and as they enter the workforce how their field-based initial teacher education training has contributed to this. The next two phases will follow the newly qualified teachers as they transverse the induction and mentoring towards full certification. In these two phases of this research the participants will become teacher researchers.

This presentation reports on the findings of the first phase which included a survey and semi-structured interviews.

**Noelene Weatherby-Fell**

*Connecting to the profession: It's in the 'Bag'*

In times not so long ago, entering a teacher education program brought with it the anticipation and excitement of 'entering the profession' by walking through the school gate within the first session of study, for placement. This was something tangible for our pre-service teachers, an experience that was personal and 'real', and provided a sense of connection and belonging. A secure link has been drawn between these protective factors, together with social support and self-efficacy, and academic performance. Research literature indicates greater levels of psychological distress are experienced by university students than the general population, and recent data in Australia confirms significantly small percentages of both young adult and mature adult respondents reporting that they experienced 'no symptoms' of mental health problems impacting their study in the past year. Pre-service teachers are not immune to these experiences, and resilience is important for easing transition to the profession and building resources to support positive adaptation. Referencing Bandura's social cognitive theory (1986, 1997), individual achievement is dependent on the interactions between one's behaviours, personal factors and environmental conditions. Positive psychology literature aligns with an approach to teacher attrition undertaken by Beltman, Mansfield and Price (2011) focusing on the factors that sustain teachers, the resources they utilise in challenging situations, and how they may develop resilience in terms of beyond surviving but thriving. Further, a number of studies in higher education have reported success with online resilience interventions.

This paper explores the initiative of providing commencing pre-service teachers with a tangible connection to the teaching profession during their program specific University Orientation. Drawing on data from surveys, focus groups and individual interviews, the study investigates the ways in which students engaged with this activity during their initial studies. The actions of collecting objects for their 'bag' and engaging with an online resource to support the development of skills and strategies in relation to building resilience, promoted positive attitudes in these students' higher education journey. These findings have implications for aspects including wellbeing, self-efficacy and confidence, and academic success.

**Rebecca H. Miles, Stephanie Garoni, Sally Knipe**

*Learning to be a professional: Bridging the gap in teacher education practice*

The aim of this chapter is to discuss the findings of a research project that examines the perspectives of graduate teachers, and their school principals/supervisors, regarding the benefits of the professional attachment as an effective model for bridging the gap between preservice teacher preparation and beginning teaching. This professional experience model for postgraduate initial teacher education, provides for 60 days of mandatory professional experience across the first 18 months (equivalent) of the course, while the final 6 months of the course is undertaken through a professional attachment of 45 days in school, while implementing a participatory action research project investigating teaching impact on student learning. The teaching candidate assumes responsibility as a classroom teacher with a reduced

teaching load; supported by the school as well as the University. The findings from this study indicate that the professional attachment is a very effective model to support graduate teachers as they transition to the profession.

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## C1.41

### ASSESSMENT

**Shannon Kennedy-Clark, Vilma Galstaun, Boris Handal, Peter Reimann**

*Data literacy in Pre-service teacher education: what the term “means” and what it “looks” like*

Data literacy in teacher professional development has been the focus of myriad research studies. The research addresses diverse areas; for example, some studies have put forward definitions of data literacy (Mandinach & Gummer, 2016); some have covered investigations on student learning and school improvement decisions (Bocala & Parker Boudett, 2015; Coburn & Turner, 2012); others have outlined professional development initiatives (Marsh, Bertrand & Huguet, 2015; Reeves & Chiang, 2017; Carey, Grainger, & Christie, 2018).); a few have discussed student-involved data use (Jimerson, Cho & Wayman, 2016); and other studies have addressed strategies for developing courses (Mandinach, Friedman, & Gummer, 2015; Datnow & Hubbard, 2015; Jimerson & Wayman, 2015). From the research on data literacy, a comprehensive and seminal definition has been put forward by Gummer and Mandinach (2015):

Data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, longitudinal, moment-to-moment, and so on) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn. (p. 2)

There are a number of elements that comprise the term data literacy, and these elements address teachers’ beliefs about data literacy as well as their capacity and understanding of data literacy.

What is missing from these studies is what data literacy means in pre-service teacher education and what it looks like. For pre-service teachers, being able to make sense of the expectations both of their higher education provider and the regulatory bodies, such as the National Standards Authority (NESA), is of key concern. Much of the discourse on data literacy, data driven-decision making, and evidence-based teaching, is nebulous. In this presentation, we will address these ambiguities, and we will provide clear explanations of the expectations for pre-service teachers with an aim to provide practical strategies for teacher educators on how to teach and assess data literacy in pre-service teacher education.

**Deborah Heck**

*Using a 10 question framework to peer review assessment rubrics in a triad based structure*

A major source of student dissatisfaction is related to assessment and assessment rubrics are often criticized by tertiary students as being vague and subjective and difficult to understand. This presentation reports on an internally funded Learning and Teaching Grant that aims at improving assessment literacies for staff through development of quality assessment rubrics and enhanced student outcomes in a triad based peer review process. Data related to the construction of assessment rubrics was gathered via triad based discussions with academics from various disciplines and focus interviews with students. Discussions were facilitated by the use of a 10 question framework that probed the process of constructing the rubric. Results, at the half way point indicate that the 10 question framework has proved to be a relevant



framework for initiating discussions about rubrics with staff and students. The outcomes to date evidence the efficacy of the Triad structure as a useful peer review structure to improve assessment rubrics. The cross disciplinary nature of the Triads revealed significant discipline specific processes and needs for constructing rubrics. An additional impacting factor on the process of constructing rubrics was the nature of relationships between triad members. Student responses to date indicate the rubrics have been improved significantly, in terms of clarity for students.

**Catherine Thiele, Shelley Dole**

*The impact of a diagnostic instrument for triggering professional learning about teaching for number fact fluency*

Teachers are expected to undertake, or be engaged in, continuous development of their knowledge for teaching; that is, ongoing professional learning. For many teachers, ongoing professional learning is a natural by-product of reflecting upon classroom practice. It can also be more focused through engagement in targeted professional learning activities. This paper reports on the latter, where teacher professional learning associated with the teaching, and students' learning, of number facts in Year 3 and 4 classrooms is the focus. An unanticipated outcome of this project was evidence that pointed to the impact of a diagnostic instrument upon teacher attitude, confidence, pedagogical knowledge and commitment to the teacher practices in the future. The impact of this diagnostic instrument for triggering professional learning about teaching for number fact fluency is the focus of this paper.

Number fact fluency is a foundation for mental computation, which is typically regarded as a fundamental component of numeracy. Developing number fact recall is specified within the achievement standards of the Australian Curriculum: Mathematics for Year 3 and Year 4. A focus on developing students' fluency with number fact recall in Years 3 and 4 was the aim of a year-long research project involving five schools within a region in Queensland. In this project, all Year 3 and Year 4 committed to spending a minimum of 3 x 15 minutes sessions per week over three terms engaging their students in learning, practising, and discussing number facts and their computation strategies. Project leaders included the curriculum lead teacher from each school as well as the region's numeracy advisor. University researchers also supported and provided input and guidance throughout the project.

Students' recall of number facts was measured prior to, and at the end of the project, via a purpose-designed instrument. Diagnostic in nature, the instrument could provide teachers with details of particular groups of number facts with which students were experiencing difficulty. Teachers could then use this information to tailor instruction. The theoretical approach to the teaching of number facts was based on the application of thinking skills and strategies to assist in developing number knowledge for recall of number facts. This 'strategies approach' is designed to reduce the number of individual number facts to be memorised, through assisting children in seeing connections between number facts and to use 'easy' and known facts to assist in learning new facts.

In this paper, we report on project teachers' strong positive level of agreement towards the professional learning implemented to support the strategies approach to teaching number facts. This is despite the teachers' initial reluctance to adopt the instrument designed specifically to measure students' fluency with number facts from a diagnostic perspective. A significantly high response to feeling well supported is presented within the analysis, and connections between the professional learning within a cluster and the nature of the instrument are discussed. Implications are drawn in relation to the capacity of the data captured via this instrument to support targeted number fact instruction, and its impact on teachers' ongoing professional learning.

## Chris Davison

### *Teacher assessment literacy: Reclaiming the teacher's voice*

Teacher assessment literacy is regarded as one of the most influential factors in improving student learning in the classroom, in particular a teacher's ability to collect, interpret and use a range of assessment information to help students monitor and evaluate their learning needs, set achievable goals, and use targeted feedback from teachers and peers to improve their learning (Black & Wiliam, 1999; Hattie, 2008). However, in recent years trust in teacher professional assessment decision-making has been declining as more and more emphasis is placed on externally constructed and assessed tests, and the "teaching" of teacher assessment literacy is being challenged.

This paper will first unpack some of the key concepts underpinning teacher assessment literacy, then focus on a case study of one Australian collaborative approach to building teacher assessment literacy, the Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL) project, see <http://teal.global2.vic.edu.au/>, which is designed to help teachers of students with English as a second or additional language (ESL/EAL) to use assessment tools and techniques more effectively so as to improve learning and teaching. Drawing on Vygostkian principles, the tools include four main components: first, a set of sequenced teacher professional learning resources about English language learners and assessment designed for small group or self-directed study; secondly, an assessment tool bank containing a range of assessment tools and tasks, including computer-adaptive tests, organized around the three broad macro-skills (oral, reading and writing), three macro-functions (informative, persuasive, imaginative), three stages of schooling (early elementary, mid to upper elementary, and lower secondary) and a range of EAL proficiency levels; thirdly, a range of assessment-for-learning and teaching exemplars including a selection of annotated units of work across a range of subject areas and year levels showing assessment tasks with formative feedback embedded within a teaching/learning cycle, and finally, an online teacher discussion forum, including a password-protected area for teachers to share problems and strategies and to moderate work samples in order to build a community of assessment practice.

Drawing on quantitative and qualitative evaluations of the materials over the last three years, the paper discusses the ways in which the website is helping teachers re-assert their expertise and authority in making classroom-based assessment decisions in English language education and the ways in which teacher educators are using the tools to build the assessment literacy of the next generation of teachers.

## Shannon Kennedy-Clark, Vilma Galstaun

### *I'm not sure what I "need" to know about data: Pre-service teachers' comments on data literacy*

As the education sector has become more focused on using data to measure learning and teaching gains, there has been growing research interest on how best to skill pre-service and in-service teachers in developing appropriate understandings of both what data is and how to use classroom data to make learning and teaching decisions (e.g. Carey, Grainger, & Christie, 2018; Mandinach, Parton, Gummer, & Anderson, 2015). This paper reports on the findings of an ongoing collaboration between two universities on developing data literacy in pre-service teacher education. Specifically, in this paper, we will discuss the pre-service teachers' views on collecting and using data during professional experience. At the centre of the argument pertaining to data use is the argument that by asking the right questions, collecting the right data, and making the right data decisions related to instructional goals, teaching methods, and time allocation that teachers can, in theory, adjust and recalibrate their classroom instructions and approaches to students' needs, which may result in higher levels of student achievement (e.g., Mandinach & Gummer, 2016; Carey, Grainger, & Christie, 2018; Reeves & Chiang, 2017; Jimerson, Cho, & Wayman, 2016; Farrell & Marsh, 2016). However, getting pre-service teachers prepared for the rigours of the data informed classroom requires several key skills to be foregrounded. This study is underpinned by the multiliteracies

theoretical framework (New London Group, 1996). The multiliteracies pedagogical approach involves four key aspects: Situated Practice, Critical Framing, Overt Instruction, and Transformed Practice. These four key aspects are fundamental in the process of developing data literacy.

Twenty-six third year secondary pre-service teachers from a metropolitan university in Sydney undertook a 10-week professional experience wherein they had to complete an action research project in order to address an issue in their own classroom. The study, now in its fourth year uses a mixed methods approach to the data collection. Ethics was attained at the start of the project. Prior to the professional immersion, the pre-service teachers participated in a week-long intensive professional learning series of workshops in order to prepare for the professional experience and the action research project. These workshops focused on basic data analysis, explicit instruction in the metalanguage of research and data literacy, visualising data, and managing the research process. During their professional experience, they had two on-campus days in order to troubleshoot their action research projects and to discuss their learning and teaching questions. The pre-service teachers' final submission, after the completion of their professional experience, was a journal article style assessment task using the data gathered during their action research. While an analysis of the journal articles demonstrated that they were all competent in articulating a research question and collecting, analysing and visualising data, and making learning and teaching decisions, the corresponding reflective survey indicated that they had issues with time management, selecting and collecting data, and basic analysis. However, the pre-service teachers understood the value of adding data literacy to their professional acumen.

We argue here that preservice teachers in order to develop the appropriate knowledge and skills require: a) explicit instruction in basic statistics so that they can confidently and accurately undertake basic analysis and to use the metalanguage of data analysis; b) an understanding of action research so that they can frame their data collection with a specific question relevant to their own classroom practices; c) In-situ data collection opportunities during professional experience; d) just-in-time feedback from education experts, such as classroom teachers and tertiary educators in order to identify areas of strength and weakness and to provide a place for critical reflection, and e) linked to an assessment in order to drive the pre-service teachers' own engagement with data literacy.

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## C1.48

### SUPPORTING ITE STUDENTS

**Sharon Tindal-Ford**

*Understanding the Reasoning of Pre-service Teachers: A Think-Aloud Study Using Contextualized Teaching Scenarios*

There are three main factors that have been linked to preservice teachers (PST's) successful teaching performance: (i) cognitive ability; (ii) background experience and (iii) non-academic capabilities (Cochran-Smith & Fries, 2005). In Australia, Initial Teacher Education (ITE) programs are increasingly seeking to identify and measure PSTs' non-academic attributes necessary for effective teaching (Bowles, Hattie, Dinham, Scull, & Clinton, 2014; Australian Institute of Teaching and School Leadership, 2015). While there have been a variety of measures to assess pre-service non-academic capabilities (e.g., personality tests, interviews, personal statements, reference letters) results on the validity of these methods for determining effective teachers have been mixed (e.g., Metzger & Wu, 2008). One approach to understand PST's non-academic attributes is to investigate PST's underlying motives and beliefs (Motowidlo & Beier, 2010; Schultheiss & Brunstein, 2010). It is a PST's motives and beliefs that inform the reasoning process and the decisions they make when teaching in a classroom.

Adopting a qualitative case study design using think-aloud protocols (Charters, 2003), the research sought to understand the reasoning processes of twelve Master of Teaching PST's (6 primary & 6 secondary) as they responded to challenging teaching scenarios. The PST's were asked to "think-aloud" as they responded to contextualized and challenging teaching scenarios with a range of response options previously confirmed through an application of the situational judgement test (SJT) methodology (see Klassen, Durksen, Patterson, & Rowett, 2014).

The two research questions were:

1. What themes describe the reasoning of PSTs responding to a contextualised SJT item?
2. What inferences can be drawn on the beliefs and motivations that inform the PSTs reasoning?

Using the Implicit Traits Policy theory, we considered beliefs and motivations as operating 'on the surface' (explicitly) as well as without conscious thought (implicitly). This framework of inter-related explicit and implicit components guided our inferences about PSTs' reasoning when responding to a challenging classroom scenario. To analyze the "think-aloud" protocols, a comprehensive three-step analysis was undertaken (see Fonteyn, Kuipers, & Grobe, 1993). Results revealed seven themes: Communication, Action, Expectations, Expertise, Personal, Interpersonal and Context. The themes highlighted the motivations and beliefs underlying the reasoning processes of PST.

Some key findings from this research include, PST's implicit motivations aligned with performance expectations, and were relational and contextual, in contrast explicit beliefs and motives focused on procedural expectations (i.e., roles & responsibilities). There were differences in the motivations of primary and secondary Master of Teaching PST's where primary PST's were motivated by implicit emotional, relational, and personal beliefs (e.g., empathy), in contrast secondary PST's motivations were primarily around expectations and procedural motives (e.g., planning and organisation). For PST's great importance was placed on communication when seeking a solution and the perceived consequences of actions (explicit) while implicitly considering the personal impact (e.g., power & respect).

The research provides important insights for predicting how PST's will respond to 'real' teaching situations and informs the professional development needed for PST's around decision-making required during ITE programs. Future research will explore the use of SJTs to understand the different reasonings used between novice and experienced teachers when responding to complex teaching scenarios, with consideration of how this thinking develops over time, which has implications for teaching and teacher development.

**Rebecca Walker, Lina Pelliccione; Val Morey; Chad Morrison**

*Online initial teacher education: Cohort profiling and graduate outcomes*

The digital revolution and the establishment of broadband and mobile technologies has greatly affected most people's lives, including the way in which people learn and how they access education. These advancements have revolutionised how higher education students access and engage in learning and resulted in a rapid uptake of online learning. The accessibility that online learning affords has been supported by the Australian Government's agenda, and related policies and programs, aimed at increasing participation in higher education. Online initial teacher education (ITE) in Australia has observed similar growth patterns to those seen globally. Whilst online ITE has been embraced by increasing numbers of students, it continues to be viewed critically within the wider community. This has included scepticism about the preparation and quality of graduates studying in a fully online mode. Much of the critique of online teacher education has been without evidential basis and falls short of adequately understanding

the profile of learners within these programs, their academic achievement and the quality of their experiences. Reasons for this are largely due to the online ITE evidence base that is still emerging. This paper reports on a project that aimed to contribute to the online ITE evidence base and to the counter narrative that online ITE students are in fact quality graduates, through cohort demographic and achievement profiling. To address these research aims, a single case study of a large online ITE University in Australia was conducted. Examination of student demographic and achievement profiles of fully online ITE Bachelor of Education (Early Childhood Education) and Bachelor of Education (Primary Education) cohorts was undertaken. Data was collected from the first graduating cohort in 2012 to the most recent graduates in 2018 across four course completion points each year (N = 2067). University approvals were gained to gather, analyse and report on de-identified, aggregated data. Initially a large scale database was constructed to collate data from varying University sources. Following this, the data analysis included the calculation of descriptive statistics and mean difference comparisons. The data reveals that the demographics of these online cohorts are predominantly female, living in outer urban and regional areas, aged 25 – 40. The findings include that these students present consistent patterns of achievement in their final professional experience and course weighted averages. The database constructed in this project will continue to be populated for longitudinal data analysis and reporting. It is anticipated that this research will contribute to current gaps in knowledge and provide insights into the achievement of online ITE students. By gaining a comprehensive understanding of fully online ITE cohorts, student learning and support needs can be better met with anticipated increased educational outcomes. At the same time, evidence-based insights into the capacity of fully online ITE graduates have the potential to provide important perspectives about their pathways into the profession and contributions they make thereafter to their school communities.

**Tony Loughland, Penny Vlies**

*The practise, practice and theory of teacher education*

### **The research focus or problem**

The dissatisfaction with university-based teacher has led to the establishment of school-based teacher training programs of the Teach For.. genre in the Anglo western hemisphere. These programs have been established on the assumption that increased practice in schools will lead to more effective graduates. At the same time, proponents of university-based teacher education argue that only critically reflexive practice can lead to professional learning for student teachers and practice unexamined by theory will ossify into intractable, unresponsive lifelong habits. This dialectic between theory and practice has not been resolved as there remains an impasse in policy debates in initial teacher education.

### **The conceptual framework informing the research**

The study employs neo-pragmatic philosophy to examine the language games of theory and practice that are played by the actors in the theory-practice debate in initial teacher education. This philosophical framework enables an interrogation of the theory-practice debate that examines the language that sustains this false binary. The theory practice debate operates as a “hinge epistemology” on which critique of university-based teacher education swings. The approach therefore is to firstly illustrate the *suis generis* epistemic characteristic of the theory-practice binary and secondly to introduce practise to open the theory practice form to critical inspection. Practise becomes an object of comparison that can be used for descriptive purposes. It provides a ‘perspicuous re presentation’.

### **Research methods**

A document analysis of the publicly available course materials provided by both school and university ITE providers was conducted for this study. No ethics were required as the documents that were examined were all publicly accessible. Following Owen’s (2003) notion of aspectual captivity we used the four-stage process to identify the language games of theory and practice as represented in the materials. To begin we explored the use of the words theory and practice and its language function within the course

materials. The second stage was to introduce practise as a comparison of practice in order to provide a re presentation of theory and practice. The third stage involved accounting for the implications of this re presentation. Finally, we examined the working out of this process considering our role as researchers.

### **Key insights or findings, and implications.**

The theory-practice gap is a false binary that serves the language games of both vested interests in schools and universities. The rhetoric of theory and practice from both camps become redemptive truths that preclude further productive pedagogical exploration of the best methods for our teacher education students to practise their teaching rather than being immersed in the theory and practice of teaching.

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## **C1.49**

### **PROFESSIONAL EXPERIENCE**

**Richard O'Donovan, Roslyn Gargiso, Mary-Clare Relihan**

*Piloting a new approach to supporting school-based mentoring of pre-service teachers*

This workshop will share a work-in-progress report on a pilot designed to support and enhance school-based mentoring of pre-service teachers (PST), and to demonstrate the technology at the centre of the pilot. The workshop will have four main parts: i) A brief discussion with participants around the supports school mentors currently experience, followed by the presenters sharing the Professional Practising Consultant (PPC) model used in this pilot where a recently formed team within the University – originally established to support PSTs directly – is now focussing on supporting school mentors to help build mentor capacity and elevate the role of mentors as semi-formal teacher educators within schools; ii) We will share our initial insights from the pilot into leveraging technology to help shape mentoring conversations within primary schools. At the heart of the pilot is an exploration of ways to shift mentoring conversations away from the reactive elements of teaching towards a more critical and reflective dialogue in the context of collecting digital evidence using SWIVL devices. SWIVLs are robotic tripods that are easy to set up and use. They allows PSTs to turn their phone or tablet into a data collection tool that records their voice and actions during a lesson, automatically tracking them as they move around a classroom. The simplicity with which such data can be captured makes it possible to include video snippets routinely as the basis for mentoring conversations. Using SWIVLs makes it possible to satisfy the dual purposes of structuring professional mentoring conversations around evidence, and simultaneously enabling PSTs to amass a digital portfolio of evidence that captures the trajectory of their pedagogical skills; iii) Workshop participants will have an opportunity to interact with SWIVLs and discuss limitations and benefits that their use might entail; iv) Finally we will discuss how the project is also facilitating a mentor network between partner schools based upon mentors reflexively using the same approach as the PSTs to capture snippets of their mentoring conversations that they share with network colleagues as a means of critically reflecting on authentic evidence of their role as teacher mentors.

**Corinne Green, Michelle J Eady, Sharon Tindall-Ford**

*School-university partnerships: What motivates teachers' involvement?*

A recurring question regarding the quality of initial teacher education (ITE) programs in Australia and internationally is the perceived divide between theory that pre-service teachers (PSTs) learn at university, and their experiences in schools (Darling-Hammond, 2006; Mayer, 2014). Research has demonstrated that



when PSTs study theories of education in a way that is disconnected from classroom practice, they are not adequately prepared for the complexities inherent in the teaching profession (Adoniou, 2013).

To “facilitate a close connection between teaching practice and initial teacher education” (Teacher Education Ministerial Advisory Group (TEMAG), 2014, p. 25), researchers and policy makers have recommended the development of partnerships between ITE providers and local schools (Le Cornu, 2015; TEMAG, 2014; Ure et al., 2017). When these partnerships are collaborative and non-hierarchical, they align with Zeichner’s (2010) concept of ‘third space’. In doing so, they capitalise on the expertise of both university academics and school teachers to prepare pre-service teachers (Robson & Mtika, 2017). In recent years, there has been a range of literature reporting on school-university partnerships (Authors, 2018; Zeichner, 2010). These reports typically describe the activities as well as the benefits and challenges associated with the implementation of the partnership (Authors, 2018). The involvement of committed teachers is a crucial element of successful school-university partnerships (Authors, 2018; Jones et al., 2016), however little research has considered what motivates school teachers to partner with universities in the development of pre-service teachers.

This conference presentation will discuss the findings of a Queensland-based case study, which is part of a larger study investigating third space school-university partnerships around Australia. This case study investigated what motivates teachers to be involved in a school-university partnership to prepare pre-service teachers for the profession. It did so from the teachers’ perspective, with seven teachers interviewed about the partnership and their involvement in it. These interviews were informed by the Reasoned Action Approach (Fishbein & Ajzen, 2010), and explored the participants’ attitudes towards the partnership, their perceptions of the social norm, and their perceived behavioural control.

A major finding from this case study is that the teachers were motivated by a sense of professional obligation to build up the teaching profession both now and into the future. They made note of the varied benefits of the partnership for all stakeholders – teachers and students in the school, and PSTs and teacher educators at the university. There was a strong culture of sharing at the school in general, which also led to their involvement in the school-university partnership. The teachers identified factors that support their involvement, such as being valued as experts by the university, and those that hinder it, such as the time required.

This presentation gives voice to practitioners enacting policy recommendations related to collaborative relationships between schools and ITE providers. The findings can inform the implementation of sustainable school-university partnerships in the future, contributing to the continued improvement of initial teacher education and the teaching profession (Australian Institute for Teaching and School Leadership, 2018).

**Alaster Gibson, Janette Blake**

*Improving teaching practice and student learning through Collaborative Action Research: A case study of an effective partnership program involving teacher-educators and four middle school teachers*

This paper will be of interest to school leaders and teachers desiring to facilitate beneficial and transformational professional development. It is also relevant to teacher-educators working in partnership with schools to foster teacher inquiry leading to improved student outcomes. The research underpinning the paper is derived from the authors’ personal involvement as teacher-educators in leading a Collaborative Action Research (CAR) project involving four Middle School teachers from a New Zealand suburban Christian school. The overarching research question was, ‘How might the Collaborative Action Research process affect teachers’ professional practice and student learning?’

The project extended across two consecutive, ten-week school terms during 2017 and included fortnightly, half-day release times to ensure the volunteer teacher participants could effectively and sustainably inquire into their professional practice. During the release times, participants met with the teacher-educators on their neighbouring campus and engaged in a range of intentional professional activities such as community building, Critical Friends Group discussions, sharing of research literature, reflective journaling and action planning. The meetings allowed the teacher-educators to mentor and motivate the participants through the process of developing and exploring their self-selected inquiries. Time was also set aside to gather triangulated, qualitative data on the efficacy of the program via semi-formal interviews, focus group sessions and several naturalistic class observations of the teachers in action.

The four female teacher participants brought a rich, diverse range of professional experiences, qualifications, and leadership responsibilities to the project. Their chosen research topics included; helping students understand and effectively use success criteria and give formative peer feedback; exploring the pedagogical strategy of co-operative group dynamics to strengthen student relationships and improve learning outcomes; developing students' critical thinking skills through interpreting and applying biblical scripture to everyday life with the assistance of digital study tools, and lastly, wrestling with ways to authentically model and integrate virtues into lessons to increase student well-being. The findings affirm the value of Collaborative Action Research as a tool to enable teachers to inquire into their practice leading to improved pedagogy and student achievement.

Key words: Collaborative Action Research, teacher inquiry, Critical Friends Group discussions, reflective practice, mentoring, professional development, Middle School.

**Courteney Coyne**

*Practice-Based Teacher Education Programs at Independent Schools: A Cross-Case Analysis*

Teachers' knowledge, skills, and professionalism are the most important influences on the learning and development of young children. It is imperative that teachers entering the profession are prepared with the knowledge, expertise, and experience necessary to promote student learning. This study highlights the gravity of the work of preparing novice educators to remake a profession, to ensure that novice educators are prepared to make a true and positive difference in the lives of young people, who will, in turn, make a positive difference in the lives of people across the world.

This qualitative, instrumental, multiple case study with cross-case analysis explores practice-based teacher education programs at two independent schools in the United States and provides a thick, rich description of the essential components of each program and novice educators' experience of each program. Practice-based teacher education programs are experience oriented programs that emphasize the connection between theory and practice through daily engagement with schools.

This study relies upon the conceptual framework, A Proposition for Characterizing Essential Components of Practice-Based Teacher Education Programs, developed following a thorough review of the research literature (See Table 1). The components identified by this analysis include a clear, well-defined mission; coherent and integrated core curriculum, coursework, practice, and theory; extended immersive field experience in a supportive school context; response to school specific culture; commitment to diversity and inclusion practices; exemplar modelling of pedagogical and instructional practices; ongoing supervision, observation, and feedback; educative mentoring; support for a cohort of novice educators; opportunities to develop self-awareness and self-reflective practices; commitment to preparing teachers to effectively teach, increasing teacher effectiveness, improving teacher self-efficacy, promoting teacher retention, and advancing school specific goals. These components have promise for transferability to other models of teacher preparation and potential to improve any approach to teacher education

Table 1

A Proposition for Characterizing Essential Components of Practice-Based Teacher Education Programs

Program Purpose and Structure

The program

- Presents a clear, well-defined mission
- Promotes coherent and integrated core curriculum, coursework, practice, and theory
- Requires extended, immersive field experience in a supportive school context
- Responds to school specific culture
- Fosters diversity and inclusion practices

Interpersonal Strategies

The program

- Models exemplar pedagogical and instructional practices
- Provides ongoing supervision, observation, and feedback
- Promotes educative mentoring as an essential practice of mentors and supervisors
- Supports a cohort of novice educators

Intrapersonal Strategies

The program

- Provides opportunities for students to develop self-awareness and confront bias
- Promotes self-reflective practices

Program Objectives

The program is committed to

- Preparing teachers to effectively teach
- Increasing teacher effectiveness
- Improving teacher self-efficacy
- Promoting teacher retention
- Advancing school specific goals

## DAY 2: Thursday, July 4<sup>th</sup> – Morning

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### Lecture Theatre 7 Building C

**Parlo Singh**

#### *Research Codes and Teacher Education* Sponsored by Altus Assessments

The code metaphor is part of the popular imagination. It is used in the biological sciences, for example, the concept of DNA codes. The code metaphor is also used across the social sciences, for example, in ideas about speech codes, cultural codes, memory codes, musical codes, sporting codes, and cracking the codes of literacy.

In this paper, I draw on the metaphor of code, and focus specifically on the codes of teacher education research. What are the dominant codes or narratives around teacher education research, namely, teacher as researcher; research active teachers; research informed teaching; research evidenced teaching? How do these codes set boundaries around possibilities of teacher education research – what is thinkable, permissible, and action-able? What has remained the same over the past thirty years, and what seems to have changed, when and why? What, if any relation, exists between dominant codes of teacher education research and teaching practices in schools? In this paper, I work through these questions drawing on several devices: (1) a memory code of my own research journey over the past 30 years; (2) a diagrammatic coding of papers published in key teacher education journals; and (3) modelling codes of pedagogy and teacher education research.

I then think through the implications of this coding of teacher education research for a profession undergoing significant disruptions brought about by technological, social, cultural and economic upheaval. Another major challenge for the teaching profession is attracting and retaining people in the workforce. Given these disruptions and challenges, it is simply not possible to continue to do ‘business as usual’ – research and teach in the ways of the past.

So what next? I end the paper by drawing on our ‘contemporary research collaboratory’ work in two ARC funded Discovery projects (DP 160102784; DP 190100518). Research collaboratories involve experimental work around coding, and de-coding current research and teaching practices, and then engaging in re-coding work. Each step of the de-coding and re-coding process generates new potentialities and resources that can participate in making real and lasting change in local contexts.

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### Lecture Theatre 7 Building C

**Panel Moderators: Deborah Heck and Angelina Ambrosetti**

**Panel Speakers:**

- **Robyn Brandenburg**  
ATEA President and Associate Professor School of Education Federation University
- **Daniel Pinchas**  
General Manager, Teaching and School Leadership
- **Gert Biesta**  
Professor of Public Education in the Centre for Public Education and Pedagogy at Maynooth University, Ireland

- **Deanne Fishburn**  
Director, Queensland College of Teachers
- **Donna Pendergast**  
Professor and Dean School of Education and Professional Studies, Griffith University

*How Public Policy is shaping Teacher Professionalism*

Sponsored by The University of the Sunshine Coast

The 2019 ATEA panel session will explore notions of how public policy is shaping teacher professionalism from a range of perspectives. The panel session will begin with a short presentation from each speaker sharing their view on the session topic. Following these presentations, there will be an opportunity to discuss with colleagues your own thoughts and generate questions to be provided to the panel moderators. The panel session will conclude with the moderators sharing the generated questions with the panel for their response.

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### C1.38

#### Teaching Pre-service teachers Sponsored by Oxford University Press

**Cathie Burgess, Kathrina Thorpe, Anthony McKnight, Neil Harrison**

*Country as Teacher*

This symposium brings together four academics who focus on connecting pre-service teachers to each of their local Aboriginal communities through Learning from Country experiences. By privileging Aboriginal cultural educators as knowledge authorities, we hope that our preservice teachers will become confident proactive practitioners in embedding Indigenous knowledges into their daily teaching. Here, Country refers to Darug (Macquarie University), Gadigal (University of Sydney) and Yuin/Dharawal (University of Wollongong) land where the teaching occurs, positioning Aboriginal voices, culture and Country as ‘front, centre and foundation’ of learning. This symposium will explore how each academic frames and applies Country as teacher, and what our research tells us about the impact on preservice teachers and Aboriginal community members.

**Rebecca Walker, Chad Morrison**

*Professional experience in fully online initial teacher education: Students preparation, development and experiences*

Professional experience, one specific type of work integrated learning, is a mandatory core component of Australian Initial Teacher Education (ITE) programs. While program accreditation standards stipulate some requirements for professional experience components, these standards do not make any distinctions for the delivery mode of programs. This means that professional experience components may be situated within a unit or course that is offered in a face-to-face, blended or fully online mode. There has been much scepticism about the professional experience conducted by ITE students who study in a fully online mode. This critique has also extended to fully online ITE student preparation, development and assessment. Given the rapid and extensive increase of ITE students studying in a fully online mode, greater understanding of this mode of teacher preparation and practice is needed. This paper aims to contribute to the discussion about online ITE program quality. It reports on initial research conducted that evaluated the quality and impact of professional experience on the preparation and development of fully online ITE students at an Australian University. Within this context, all undergraduate and post graduate ITE programs include four compulsory professional experience units undertaken sequentially across these courses. These units comprise an interrelated theory and practical component. The practical component

is the professional experience placement which is conducted in schools or early learning centres (as required). This initial study examined fully online ITE students' experiences on the third professional experience placement for the Bachelor of Education (Early Childhood Education), Bachelor of Education (Primary Education) and Master of Teaching courses. This exploration included students' perceptions of professional preparation, practice, development and experiences of direct support relating to their third placement. To examine this, a Professional Experience Survey was developed comprising multiple choice items, Likert scales items and open-ended questions. The survey items related to perceptions of preparedness for the professional experience placement, the extent to which the professional experience contributed to them meeting the Australian Professional Standards for Teachers (Graduate career stage) and how the placement supported their development of professional practice. The open-ended questions provided participants with opportunities to elaborate on their item responses and provide further comments. Ethics approval was gained to gather, analyse and report on de-identified data. Descriptive statistics were used to describe general patterns of responses for the survey multiple choice and Likert scale items. Mean difference analysis were conducted to explore the relationship between student experience and perception factors across ITE courses. The open-ended responses were interrogated using thematic analysis. Pre-service teacher's perceptions of professional preparation, practice, development and experiences of support within the online environment and in schools were established. This research is continuing with data being collected across two years in all professional experience units. At an institutional level, data collected will support a continual cycle of review and improvement for online ITE courses and data for accreditation annual reporting. This research contributes to the growing body of research examining the practices of fully online ITE and professional experience.

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## C1.39

### WELLBEING, VOICE AND IDENTITY

**Jean Hopman**

#### *Teacher emotional rules*

Who are teachers? What do teachers do and who, or what influences them? Equally important is, what do teachers feel and who, or what influences their feeling? Due to the tightly controlled nature of teachers' work they are expected to follow practice blindly diminishing the emotional implications of the role. Acting, thinking and feeling are intimately enmeshed, and teachers navigate their work within a set of implied emotional rules that may be at odds with what a teacher may naturally feel. A collection of teacher emotional rules emerged from an action research project, which was also a narrative inquiry, researching teachers' emotional awareness and reflective practices. Six teachers from a Victorian Government secondary school came together over a year to share and inquire into their stories of teachers' day-to-day work. Each teacher's story featured a struggle that stems from the difficulty, yet the desire, to abide by institutionally derived emotional rules. Teachers live and work in tension and negotiating this tension is a struggle, but reflective practice, which is an essential aspect of teachers' self-understanding, can assist in uncovering the hidden emotional strain.

**Minami Uchida**



*“A casual teacher is a butterfly”: Metaphors and identities of casual relief teachers in the Australian primary school context*

Teachers can hold implicit perceptions and values about themselves and their work which may not surface without some reflection on their practice (Thomas & Beauchamp, 2011). Previous studies (e.g. Leavy, McSorly, & Bote, 2007) have highlighted the potential of metaphors as a way to help teachers reflect and to assist researchers in studying teacher identities.

Other researchers (e.g. Nicholas & Wells, 2016) have investigated the nature of casual teaching and found that it involves unique challenges, such as feelings of marginalisation from school community and difficulty accessing formal induction and mentorship programs. However, little is still known about how casual relief teachers (CRTs) metaphorically represent, and therefore perceive, themselves and their work as professionals.

The present study examines metaphors from participants who teach or have taught on a casual basis in Australian primary schools. Data collection via an online survey yielded valid responses from a random sample of 39 primary school CRTs across Australia. One of the survey questions asked participants to describe a metaphor which they felt could represent their views and experiences of casual teaching. These metaphors were analysed using Brewer and Gardener’s (1996) tripartite model of self, which posits that identity can be viewed through individual, relational and collective lenses.

The major themes to emerge from analysis of the CRTs’ metaphors include adopting survival strategies while teaching; feelings of diminished status compared to other staff; being a transient and inconsistent figure in the classroom; and acting as a nurturer of student growth. Some findings align with previous studies exploring CRT experiences. For example, Jenkins, Smith, and Maxwell (2009) have also reported difficulties that CRTs face in coping with unpredictable nature of their work. However, the present study also found that some CRTs were able to derive meaning and purpose from their work through providing care, support and guidance to students while the classroom teacher was absent. The study reveals the potential of metaphor as a vehicle to further understand the nature of CRTs’ lived professional experience and their significance in educational contexts. There are also implications for individual CRTs about the value of metaphors to reflect on their professional practice and teacher identity.

**Yvonne Findlay**

*Voices of experience: Is anyone listening?*

The research reported in this paper addresses the neglect of teacher educators’ voices in the discourses surrounding initial teacher education and the role of teacher educators. In this study, five Queensland university teacher educators articulated, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice.

Policy and practice in teacher education internationally were scrutinised through the lenses of the teacher educators’ narratives and led to the development of recommendations regarding the role and status of teacher educators within the Australian context.

Narrative Inquiry (NI) was the methodology and method used in the study. NI is a relational methodology that was most ‘fit for purpose’ within the context of the research focus. The researcher and participants shared three one-on-one conversations through which thoughts and concerns about education policy and practice were articulated. Each participant co-constructed his/her polished narrative in partnership with the researcher. These individual narratives became the research texts for the study. The study was

undertaken with ethics approval from the university in which both researcher and participants are teacher educators.

The conceptual framework reflected the three dimensions of NI as developed by Connelly and Clandinin (2006): temporality, sociality and place. The three dimensions were conceptualised as three rivers flowing into a confluence. Critical events in each participant's lived experience were identified. These critical events emerged as generating next steps in each lived experience. Each participant articulated his/her professional lived experience from the context of his or her personal life experience. All participants articulated concern about the status of teaching and teacher educators in today's society. The Australian Government's support for AITSL, established in 2010, and the development of National Professional Standards for Teachers by that body has resulted in increased scrutiny of teachers. The implementation of the Standards by State governments has renewed the focus on quality teaching but also, by default, on the teacher education providers. There is limited literature on the impact that the implementation of AITSL standards and constant government scrutiny has had on teacher education and teacher educators, especially with regard to hearing what teacher educators have to say about themselves.

The narratives of the participants revealed five common areas of concern that were further developed to become the recommendations from the study:

- The way in which ITE students are recruited
- The influence of government policy on the curriculum and assessment
- The qualifications and experience of teacher educators
- The need for a closer working relationship between schools and universities
- The process of transition to university teaching

This paper will:

- Outline the focus of the research.
- Indicate the range of international literature reviewed
- Provide an overview of the methodology and method used.
- Exemplify the conceptual framework developed
- Elaborate on these five recommendations that emerged from the research

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## C1.41

### INTERNATIONAL PROFESSIONAL EXPERIENCES

**Joanne Ailwood, Heather Sharp, Nicole Leggett, I-Fang Lee**

*Becoming a global teacher: An exploration of international study tours for preservice teachers*

This paper examines an elective course in our initial teacher education program which was designed to promote and challenge preservice teachers' intercultural understandings through a two-week international study tour. Along with visiting significant tourist sites, the study tours focus on visiting & teaching in schools, teacher training centres, and/or sites of historical and cultural learning. The faculty-led study tours have become a sought-after elective, with about 80 preservice teachers each year now participating in one of five study tours. The tours are: a) general education in China; b) early childhood education in China, Hong Kong & Taiwan; c) Victoria Falls, Zimbabwe; d) the Remembrance Trail, France & Belgium; and e) Reggio Emilia, Italy). We examine the study tours to explore ways in which the experiences contribute to the ongoing growth of preservice teachers' understanding of teaching and education on a global scale.

The research reported here has been approved by our University's HREC, and all preservice teacher data is de-identified. Our data consists of preservice teacher interviews (post-travel), preservice teachers' reflective journals, our own staff journals, and research field notes. In this paper we stay with some knots and tensions evident in conducting these tours, while considering three analytical themes: a) the encounter of self and other in becoming a global teacher, b) the place of humility in becoming a global teacher, and c) the place of care and connection in becoming a global teacher. Our analysis of the study tour experiences is informed by an ethics of care and posthuman relational ontologies. While preservice teachers are overwhelmingly positive about the study tour experiences, we are also conscious that the emotional and embodied labour students undertake to 'become global' as teachers is significant and sometimes difficult and confronting. Thinking about 'becoming global' alongside concepts of care and connection opens up space for us to explore a range of ethical and moral tensions that all of the study tours raise for both preservice teachers and staff.

**Angelina Ambrosetti, Gillian Busch**

*How an international placement experience can assist in the development of a pre-service teacher's professionalism*

The development of our professionalism can be determined by the experiences that we engage in and how we use those experiences to become an effective practitioner. Pre-service teachers engage in a wide variety of experiences throughout their initial teacher education course including professional practice in schools, explicit learning experiences at university, collaboration with peers and community engagement activities. Opportunities to volunteer and work in global communities as part of a pre-service teacher's on-going professional learning are becoming more frequent, thus influencing the development of teacher professionalism. This presentation reports on the experiences of pre-service teachers during a professional practice placement whereby they worked alongside local teachers teaching English in a Cambodian primary school. Whilst working as teachers, the pre-service teachers were immersed in Cambodian life as they visited historical sites and interacted with locals in and around the school community.

The presentation reports on what the pre-service teachers experienced, learned and were challenged by during their time in Cambodia. The presentation also makes links to the knowledge and capabilities pre-service teachers drew on or had to develop in order to be successful in their placement. These insights were gathered through observations and documented conversations during the placement and pre-service teacher's reflections that were submitted once they returned home. The data was analysed using the lens of work-place readiness concepts in order to determine evidence of professionalism in action.

The findings from the data sets indicate that the experiences pre-service teachers engaged in identified explicitly with aspects of workplace readiness indicating that their professional and personal selves grew significantly as a result of their experiences. Pre-service teachers developed capabilities across the three domains of the Australian Professional Standards for Teachers, but also developed essential skills and traits as communication and collaboration, cultural understandings, flexibility, empathy, resilience and compassion. The presentation highlights and captures the benefits and contributions from an experience that affords pre-service teachers an opportunity to explicitly develop their teacher professionalism.

**Renata Cinelli, Mellita Jones, Mary Gallagher**

*International engagement in initial teacher education as an opportunity for ongoing professional learning for practicing teachers in host countries*

The number of Australian university students undertaking international programs has been increasing over recent decades (Jackson, 2015). The main premise is to be involved in experiences that benefit others, through the process of working together: learning as a ‘common good’ (Parr, 2012). To be successful, these programs should be collaborative, and encompass respect, relevance and reciprocity (Markiewicz, 2012). Despite this call for reciprocity, there is a paucity of research evidence on the outcomes of such programs for international host teachers. Indeed, these types of programs frequently face criticism, often being dubbed ‘voluntourism’ (with the purpose of ‘doing good’) with a common critique questioning whether university students should or even can enact change in a community given the short-term nature of most programs (Parr, 2012).

As part of a larger longitudinal study, the present study seeks to represent the outcomes of a four-week teaching program in the Solomon Islands with Australian preservice teachers (PSTs), from the perspective of host teachers. This study is guided by Sen’s (1993) Human Capability Approach, which describes a person’s capability to achieve what they value given their circumstances. Walker and Unterhalter (2007) describe the approach as looking beyond achievement to the underlying equity and justice that individuals face in realising their goals. Hence, it is prudent to recognise that tertiary education is limited in the Solomon Islands, and the third year Bachelor of Education PSTs involved in the program had received more formal tertiary education than their host teachers. As such, the Solomon Islander teachers viewed the hosting of Australian PSTs as a rare opportunity to gain professional learning.

University Human Research Ethics approval was obtained for the study which involved focus group discussions with host teachers. This method of data collection aligns with culturally appropriate research methodologies involving Indigenous peoples (Demaio, Drysdale, & de Courten, 2012), and respects the predominantly oral tradition of Solomon Islanders, and the fact that participants had English as an Additional Language. Five focus group discussions with three-four participants in each, were conducted across two partner schools. Two of the researchers collected the data and all three researchers independently analysed the data using analytical induction (Burns, 2000).

Key findings include benefits for teachers, for school children, and for the school generally. Teachers reported professional development, such as learning about student-centred, engaging, and creative pedagogies, methods for differentiating learning, and reported general learning from the cultural exchange. Outcomes for the school children included enhanced English language skills, better academic performance, and, seen over time, increased confidence to speak English. These findings suggest that an international engagement program in initial teacher education can serve as an opportunity for professional learning for practising teachers in host countries. Findings respond to earlier critiques, indicating that it is possible for university students to ‘do good’ in a school community in short-term programs. The implications of the findings will be discussed considering the role of established relationships, known reciprocity, and sustainability in international programs in initial teacher education.

## **Meera Varadharajan**

### *Examining STEM practitioners in the teaching profession: What are their enablers and barriers?*

The teaching profession is experiencing a shortage of qualified mathematics and science teachers. Mathematics and science are being taught by out of field teachers who may lack subject specific knowledge or an understanding of the relevance of the connection between STEM subjects and its application to the real world. This has a negative impact on students’ interest and engagement in mathematics and science and the choices they make about taking up STEM courses at University and as a career. STEM qualified teacher practitioners who have worked in mathematics and science disciplines prior to joining the teaching profession, play a critical role in this space and discussion around building the capabilities of STEM skilled students for Australia’s future workforce (Vision for a Science Nation, 2015). The project investigates career change teachers’ school experiences with a view to understanding how

having a prior career or background in STEM can provide real opportunities or pose challenges in schools. Despite the latest data indicating that more than 50% of teachers in the Australian teacher workforce have qualifications in fields other than education, and one in three of secondary teachers have worked elsewhere prior to teaching (McKenzie et al, 2014), little academic research exist on the group of STEM teacher practitioners who have worked elsewhere in science and mathematics disciplines prior to becoming a teacher. Building on previous research that investigated career change teachers and pre-service teachers more broadly (Author, 2014, 2016), the current project examines what factors contribute to the success ('enablers') or failure ('barriers') of STEM career changers in the classroom and what steps can be taken to make the teaching profession more attractive to this cohort of individuals. Drawing on the principles of self-determination theory (Gagne & Deci, 2005) and phenomenological inquiry (van Manen, 2007), the project uses a qualitative approach to understand teachers' motivations, school experiences and teaching practices. Ten mathematics and science career change teachers from different school sectors were individually interviewed to gather data. The presentation will table some key findings from the study focusing on the contributions these teachers make in the classroom, the challenges experienced as career change professionals and their perceptions and views on teacher professionalism. The study seeks to inform teacher education the methods and mechanisms by which to better harness the capacities and capabilities of STEM career change teachers and strategies to attract and retain this highly talented and passionate cohort of individuals to teaching. The study is timely and significant in the current Australian climate of increasing STEM qualified teachers, encouraging more students to take up STEM subjects and building the capabilities of a STEM qualified future workforce (Vision for a Science Nation, 2015).

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## C1.48

### PARTNERSHIPS

#### Frances Whalan

##### *Building a narrative for school improvement that reclaims teacher professionalism through Lesson Study*

The extent to which teachers can reclaim their professionalism in increasingly regulated school policy contexts is examined through a research-based framework for school improvement. Enhancing the quality of teachers' work as a collective of professionals is the focus for systemic implementation of a multi-school improvement initiative. The process involves school leaders and teachers collaboratively engaging in cycles of rigorous self-assessment and reflection to create evidence-based priorities for planned interventions over a sustained period of time; actions are monitored and evaluated through measurable changes in teachers' practice and student outcomes. While schools take the lead in measuring the impact of actions as practitioner researchers they are supported by sector consultants who act as guides, mentors, coaches and/or critical friends. This systematic approach to restructuring the way teachers collaborate on challenges of practice suggests that teachers can reclaim their professionalism. Evidence has shown changing the narrative of practice where teachers focus on student talk, student thinking, and open questioning strategies can result in improvement in student performance. Studies from around the world have shown that teachers' collaboration can impact on teachers' professional growth, confidence and attitude as critical elements of teacher professionalism.

One organisational structure for school improvement is Lesson study. Its theory of action engages teachers in jointly making decisions about the structure and content of lessons based on evidence of student performance. The approach gives teachers agency to jointly design and implement intervention strategies that have been crafted to address their students' learning needs. Through successive cycles of Lesson study there is school-wide transformation of classroom practice that builds consistency in the quality of teaching through collective responsibility for the learning of students. Contemporary literature provides evidence that Lesson study improves instruction including: changes in teachers' knowledge and beliefs; growth of professional community; and transformation in teaching practices.

A school case study from the current school improvement initiative will illustrate how a Lesson study approach can contribute teacher voice to the research and practice for whole school improvement that reclaims teachers' professionalism. Discussion will situate a school's engagement with Lesson study as an organisational structure for implementing and evaluating continuous cycles of school improvement. Opportunities will be explored to inform academic researchers and school leaders on processes for guiding teachers to implement a Lesson study approach, targeted to evidenced based school improvement priorities. Illustrations will be presented of how teachers have used opportunities to create effective teaching and learning experiences for their students while deepening their professional knowledge and skills in curriculum, assessment and pedagogy. Participants can engage in reflection on how leading and supporting teachers through the cycles of Lesson study cycles can build leadership capacity at the highly accomplished and lead career stages while building a culture of collective responsibility for the students' continuum of learning.

**Suzanne Hudson, Peter Hudson**

*Listening to a principal's voice: Please help me find teachers for my rural and remote school*

Attracting and retaining teachers in regional, rural and remote (RRR) communities has long been highlighted as problematic in Australia (Halsey, 2018). With the predicted growth in classrooms across the nation (Weldon 2015) it is expected that shortages of teachers in RRR communities will be exacerbated. Preparation for teaching in such contexts has been advocated for preservice teachers via specific tertiary education curriculum and RRR professional experiences (White, Kline, Hastings, Lock, 2012).

This case study research reports on a school-university collaboration that resulted after a principal from a remote school in Queensland was unable to attract teachers for teaching at his school. Preservice teachers were selected to experience a funded RRR experience at the principal's school. The aim of this research was to explore the learning of five preservice teachers in regards to community, school, and classroom as a result of their professional experience.

Data were gathered using in-depth semi-structured interviews. The data were analysed using the three themes of community, school, and classroom. Results found that the preservice teachers learned about the importance of knowing the community, understanding the role of community and the school and the importance of connecting with the community as a teacher in an RRR context. They self-reported they learned about the importance of the relationships between teachers and how this impacts on supporting the students and, the role of the parents and carers in the school. Finally, the preservice teachers reported they learned pedagogical knowledge practices for the classroom that included planning, building relationships with students, differentiation, supporting diversity, teaching Indigenous students and behaviour management. Another theme that emerged was the importance of feeling welcomed and supported by the school and the community which influenced their confidence for teaching in the RRR context.

Three years down the track and the principal no longer has problems staffing the school. This research highlights that collaborations between RRR schools and universities can prepare preservice teachers for teaching in isolated contexts so they are willing to undertake positions in RRR locations upon graduation.

**Amanda Gutierrez, Kenneth Young, Kathy Jordan**



### *Exploring what it means to be a professionalism Partnerships: Reflecting on teacher educator narratives*

School-university partnerships are complex and multivarious. Teacher educators working on the ground in this space traverse multiple settings and negotiate discourses in their attempt to meet the needs of all stakeholders spread across these settings. They are the implementers of the Teacher Education Ministerial Advisory Group (TEMAG) recommendations around partnerships, as they deal with the reality of trying to meet the Australian Institute of Teaching and School Leadership (AITSL) accreditation requirements around partnerships. Teacher educators negotiate university structures, school systems, and often government and other organisational expectations of partnership outcomes. Through all of this, they also operationalise and often manage the partnership models around pre-service teacher engagement with schools. This chapter utilises recently published material on partnership models (Chittleborough & Jones, 2018; Hobbs et al., 2015) to frame narrative reflections from teacher educators in the school-university space. Through narrative methodology, the stories of these teacher educators reflect the complex space they negotiate and broker, and their struggles to have their role valued, recognised and resourced. The commonality of professional relationships being developed between partnership participants, and their critical importance, was clearly reflected in each of the author's individual narrative writing.

**Thi Diem Hang Khong**

### *Dialogical pedagogy: Teacher learning from a Bakhtinian perspective*

#### **Introduction**

Teacher professional learning has been discussed as key to enhancing teacher quality and practice, student learning outcomes and thus improving schools overall. Despite its importance, the details of how these practitioners learn receive minimal attention. This happens as researchers in the field tend to employ a 'black box' or a process-product approach to teacher professional development (Opfer & Pedder, 2011; Webster-Wright, 2009). Thus, there exists a need to explore in-depth what, why and how teachers learn to adopt a certain approach of pedagogy. This paper examined what Vietnamese teachers learnt and the nature of their learning as they experienced professional learning related to dialogical pedagogy, and as they sought to foster such pedagogy in their classrooms.

#### **Theoretical underpinnings**

This study draws on Bakhtin (1981; 1984; 1986)'s notion of dialogue that occurs when two voices representing different perspectives come into contact with each other, and other related concepts as theoretical lens to understand teacher learning. Particularly, the learning through dialogue with three types of dialogic partners, including the self, students, and others, is focused on.

#### **Methods**

The study employs a multiple case study research design to capture the moment-by-moment of teacher learning. Four teachers from two public primary schools joined a school-level workshop on dialogical pedagogy, followed by ten lesson observations of maths and Vietnamese and subsequent video-based reflection sessions as well as ten lesson study sessions at the whole school level. Audio and video recordings of their lessons, reflection sessions, semi-structured teacher interviews and field notes were collected from Dec 2016 to April 2017. MAXQDA 12 software was utilised to transcribe the data and aid the analysis process. Prior to the data collection, permission to conduct the study were granted by the

principals and consents from the participating teachers, students and their parents were also sought for. For the purpose of this paper, teacher learning with regard to Vietnamese language subject will be focused on.

## Findings and implications

The findings reveal that through dialogic exchanges, the teachers not only learnt about pedagogy, about textbook and curriculum, but also about their students, themselves and how to learn. Their specific learning was influenced by their own understanding of the pedagogy, their beliefs about nature of the subject, about teaching and learning, their past experiences, and their own contexts. The study confirms the nature of teacher learning as complex, multi-dimensional and multi-level (Opfer & Pedder, 2011; Korthagen, 2017). Further, it argues that teacher learning is essential dialogic. In order for meaningful learning to occur, teachers need to have multiple opportunities to dialogue with various partners, including the self, students and others. To facilitate this process, more studies to investigate the role of students as important partners for teachers' professional growth are necessary

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### C1.49

#### ITE ESSENTIALS

#### PRACTICE WORKSHOP

**Kim Keamy, Melody Anderson, Wayne Cotton, Nadine Crane, Mark Selkrig, Jeana Kriewaldt (not presenting)**

*Teaching Performance Assessment: making robust judgments about the sophisticated intellectual work of teaching*

Initial Teacher Education (ITE) programs must contain a capstone Teaching Performance Assessment (TPA) as evidence of pre-service teachers meeting the Australian Professional Standards for Graduate Teachers (APST). Consequently, the number of TPAs that are being designed, developed, tested and implemented is rapidly increasing across Australia. This workshop reports on one widely used TPA, the AITSL-approved Assessment for Graduate Teaching (AfGT) which was collaboratively designed 'from the ground up' by a consortium of Australian universities. Following the initial pilot study, this instrument is now being successfully utilised implemented in all programs within the Consortium institutions and across geographically and socially diverse settings. The AfGT has been described as robust, adaptable and manageable.

The aim of this workshop is to provide a contextual overview of the AfGT, framed within an evidence-informed perspective in which final year pre-service teachers plan, teach, assess and reflect upon a sequence of lessons.

The workshop will focus on two areas:

1. Contextual overview of the requirements of the AfGT, and;
2. Mock assessment and moderation of sample AfGT submissions. This will require participants to think and consider deeply aspects related to:
  - the overall moderation process (inter-rater reliability, fairness and equity),
  - how the rubric interacts with the required task and the APST standards,
  - how grades are awarded, and
  - how on-balance judgements have implications on the overall assessment of pre-service teachers' readiness to teach.

The presenters will conclude the roundtable workshop by outlining how their regular moderation and evaluation sessions are conducted. Workshop participants will be encouraged to share their related experiences of how they implement and assess their final year teaching performance assessment.

**Tania Broadley, John Buchanan, Kathy Jordan, Graham Hardy & Rebecca Spooner-Lane**

*Examining the affordances of the TPA in teacher education programs: Voices from four universities*

In 2015, the initial teacher education reforms recommended by the Teacher Education Ministerial Advisory Group (TEMAG) were well received by the Australian Government who reported the “recommendations were practical and achievable” and supported their “responsibility to provide national leadership to lift the quality and consistency of these courses in Australia” (Australian Government, 2015, p.3). With a range of recommendations posed, the report highlighted the need for a mechanism to implement a standard setting process that would assist with an approach to measure quality across the beginning teachers graduating in all Australian states and territories. While some graduate teachers report feeling well prepared for day one in the classroom, this is not a universal experience (Kline & Walker-Gibbs, 2015; Rowan & Townend, 2016). To address this, AITSL (2015) released documentation that communicated the requirement for providers to assess all pre-service teachers through a Teaching Performance Assessment (TPA) as a way of identifying their readiness to commence teaching in the classroom as a condition of graduation. This has been articulated through Program Standard 1.2 where “program design and assessment processes require pre-service teachers to have successfully completed a final year teaching performance assessment prior to graduation” (AITSL, 2015, p.8). Two consortia were commissioned by AITSL to produce TPAs with appropriate, rigour, reliability and validity. While around half of ITE providers in Australia quickly moved to adopt one of the consortia’s proposals to implement the TPA requirement, others took a more independent approach to design and implement their own. State regulatory authorities have also taken a variable approach to implementation, through program accreditation, and are advised by the Expert Advisory Group. This study reports on four universities, who were not members of an AITSL funded consortium, working collaboratively to support the development and implementation of the TPA in their individual institutions, to understand the impact of such a capstone assessment on their pre-service teachers, teacher educators and program design. Findings reveal a number of strengths, limitations and concerns associated with implementing the TPA as a measure of teacher readiness.

### **Research Problem**

This research seeks to address the problem of management of students who do not satisfactorily complete LANTITE. It seeks to report on how course coordinators in tertiary institutions have managed these students and propose possibilities for future management of these students

This qualitative research project will continue engagement with ongoing research and professional debate around the implementation of Literacy and Numeracy tests for pre-service teachers in Australia. It will be conducted through a brief systematic review designed to explore and problematise the implementation of literacy and numeracy tests internationally to open possibilities for the Australian context. The specific research question is: What policies, processes and guidelines developed internationally have been found to enable and constrain successful completion of literacy and numeracy testing for pre-service teachers? Responding to such a question may assist professionals supervising pre-service teachers in schools, or HEI’s to assist the pre-service teachers to develop positive self-efficacy, improve retention in HEI’s, and meet increasing demand for teachers in Australia after factors such as teacher attrition and rising population considered.

### **Conceptual Framework**

This research, still in its embryonic stages, intends to use grounded theory (Glaser & Strauss, 1967) to answer questions about the role of course coordinators in the management of students who require multiple attempts to complete LANTITE. Grounded theory will be used to develop theory and practice for managing LANTITE in initial teacher education programs.

### **Research Methods**

This research uses explanatory sequential mixed methods (Creswell, 2014). It includes two distinct stages of data collection. A quantitative stage of surveying course coordinators in Australian universities precedes a qualitative stage of follow-up interviews to build on the quantitative results.

### **Research Findings**

This paper serves as an interim report on the research project. It will present findings from the literature review and include discussion on possibilities and challenges of data collection and analysis. It will include some consideration of options available to HEIs for the successful management of LANTITE.

## DAY 2: Thursday, July 4<sup>th</sup> – Afternoon

C1.38

### ITE SELECTION

#### SYMPOSIUM

**Heather Davidson, Richard O'Donovan, Josephine Lang**

*Opportunities, Benefits, and Challenges in Implementing CASPer, an Online Situational Judgement Test, in Australian Teacher Education Admissions*

#### Overall symposium summary

One of the overarching questions in teacher education admissions is how to determine who will make a successful teacher, and what information programs can use to identify these applicants. While cognitive measures, such as academic grades, are known to predict academic performance, they are less predictive of future job performance (Lievens & Sackett, 2012), where the model of “good” teacher still largely comprises of professionalism (Connell, 2009). Tests of non-cognitive (i.e. personal and professional) attributes, on the other hand, have been shown to predict future job performance. For this reason, it is imperative that programs assess non-academic attributes in their admissions process. Situational judgement tests (SJTs) are a relatively new introduction for entry into teacher education which provides institutions with a reliable, valid, and cost-effective method of assessing these attributes.

This symposium will review the benefits and challenges in implementing one such SJT in the Australian teacher education admissions process, where eight teacher education programs in the Victorian state have adopted the tool. While there are a handful of studies supporting the utility of CASPer for medical school selection in North America (Dore et al., 2009; Dore et al., 2017; Shipper et al., 2017), it is unclear whether these findings extend to teacher education in the Australian context. While the addition of CASPer has helped alleviate some of the pressures enforced by the governing bodies, it has also created additional challenges for programs as well. The primary goal of this session is to provide a general overview of the preliminary evidence surrounding the utility of CASPer from the recent admissions cycle. Attendees will first hear from Altus Assessments, the team behind the CASPer test, who will discuss the psychometric properties of the test and the acceptability of the test from Australian teacher education applicants collected from the first two years (“Preliminary Evidence Surrounding CASPer for Entry into Teacher Education in Australia”). The talk will then be followed by representatives from two programs who have adopted CASPer, Monash University (“Preliminary Observations from a Professional Experience Perspective”) and Deakin University (“Preliminary Reflections on Students on the Margins of Acceptable Range”), who will discuss both the benefits and challenges of incorporating a new assessment such as CASPer into the admissions process.

#### Paper 1 Abstract

Preliminary Evidence of CASPer for Teacher Education in Australia based on the 2017-2018 Admissions Cycle

In 2016, the Victorian Government mandated non-academic assessments of applicants as part of the teacher education admissions process, with the long-term goal of improving teacher quality. With this mandate, many programs chose to adopt CASPer. While tests of non-academic (i.e. personal and professional) characteristics have been shown to be more predictive of future job performance than cognitive measures such as academic grades (Lievens & Sackett, 2012), traditional measures of non-academic attributes are too time- and resource-intensive to use to assess all applicants (e.g. traditional

interviews, portfolio reviews) or are unreliable measures of these attributes (e.g. reference letters or personal statements) (Siu & Reiter, 2009). CASPer was developed by researchers at McMaster University in Canada in 2009 as a reliable and cost-effective non-cognitive screening tool, to be used in conjunction with traditional cognitive measures in medical school admissions. Overall, CASPer has been shown to have good reliability and predictive validity, as well as high face validity and acceptability with applicants and programs alike (Dore et al., 2009; Dore et al., 2017; Shipper et al., 2017). However, whether these positive findings will extend to teacher education still remains to be seen.

As CASPer has now been adopted by eight Australian teacher education programs in the past two years, this study will present preliminary evidence in regards to its validity. To answer this question, we analyzed retrospective CASPer applicant data (N = 14,988) on various metrics including internal consistency and inter-rater reliability. We also examined applicants' experiences and satisfaction with the test-taking experience. This study was exempt from research ethics requirements under the Canadian Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, as it involved retrospective data collected for the purposes of quality assurance and program evaluation. The results of the analyses suggest that the psychometric evidence and applicant acceptability of CASPer in Australia is in line with what has been found in the North American medical school context, showing both high reliability ( $\alpha = .80$ , ICC = .82) and generally positive applicant perceptions (mean satisfaction with test = 5.76 on a 7-point scale), with very few applicants facing technical issues during the test (7%). These results suggest that the preliminary evidence with regards to CASPer support the use of the assessment for entry into teacher education, though more longitudinal data are required to examine whether CASPer scores can predict teacher performance in the classroom.

## **Paper 2 Abstract: Monash University**

Opportunities and Challenges in Implementing CASPer, an Online Situational Judgement Test, in Australian Teacher Education Admissions: Preliminary Observations from a Professional Experience Perspective

Domestic enrolments in 2018 used CASPer test performance as a selection criterion for the first time in our initial teacher education (ITE) courses. An essential element of ITE is school-based placements for pre-service teachers, which can prove to be a challenging experience for many. Monash has detailed processes for dealing with difficult situations that arise during these placements, where a school or pre-service teacher contact us about potential issues; what we refer to as Notifications of Concern (NOC). Each year there are hundreds of NOCs, each of which requires the involvement of the professional placement support team. Given the resource intensive nature of NOCs, we were particularly interested to explore if CASPer had had any impact on the frequency of NOCs. We have been able to conduct an analysis of 2018 data comparing the prevalence of NOCs amongst those who undertook CASPer as compared to the prevalence of NOCs amongst the non-CASPer group. We found some very early evidence that students who had completed the CASPer test (N = 590) had a significantly lower level of NOCs compared to the broader cohort. Additionally, there was evidence that, amongst the CASPer cohort, those who performed well on CASPer had a lower prevalence of NOCs compared to those who performed less well on CASPer. Whilst these data are insufficient to draw strong conclusions at this stage, they do indicate the possibility of an unexpected benefit to the use of CASPer as a selection tool.

Richard is the Director of Professional Experience (Development & Research) in the Faculty of Education, Monash University, Victoria, Australia. His background includes secondary school teaching, software development, and the not-for-profit sector. His research interests include developing Rasch compliant measures, ITE improvement, and the difference between real numeracy and school mathematics.



### Paper 3 Abstract: Deakin University

Opportunities and Challenges in Implementing CASPer, an Online Situational Judgement Test, in Australian Teacher Education Admissions: Preliminary Reflections on Students on the Margins of Acceptable Range

On the introduction of the policy to include a non-academic attribute element as a component of the admissions process by 2017, Deakin University explored a number of possible tools and opted for the use of CASPer. We committed to using CASPer for a minimum period of three years, in order to gauge its impact on the selection and admissions process and, in the longer term, the extent to which it supported the selection of quality candidates. Deakin University has numerous initial teacher education courses at undergraduate to postgraduate levels, and thus the use of a ready-to-use valid and reliable selection tool for non-academic attributes was an attractive option. In the first year of its implementation at Deakin, we noticed that our prospective international students often had CASPer scores outside of the 'normal' range of acceptable z-scores, a finding which puzzled us. A preliminary analysis by our literacy experts of the sample SJT videos suggested that the Australian-based videos may have been culturally specific and, while accessible to prospective domestic students, created barriers to our prospective international students. We tested the hypothesis that CASPer provided a disadvantage to prospective international students by seeking further information about these applicants in the form of an additional personal statement. Using this statement, we were able to obtain more information to assess the presence of non-academic attributes in these applicants. In this second year of CASPer implementation, we are aware that we can strengthen this additional tool to provide a more integrated selection tool for non-academic attributes and perhaps points to a nuanced use of the CASPer tool.

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C1.39

#### POLICY AND PRACTICE

Kim-Anh Dang

*'Beyond markets and states': Polycentric governance of an Initial Teacher Education program*

Recent literature in education policy has revealed multiple 'invisible' players in the education policy sphere. This includes studies in countries with differing political systems, e.g., those on the development of the Common Core State Standards in the US education or the process of decentralising Chinese education system. The hidden policy actors go beyond the 'market versus state' dichotomy, ranging from philanthropic foundations, think tanks, to industry stakeholders. Parallel research investigating if there are factors beyond the market and the state shaping initial teacher education (ITE) programs is needed. An in-depth understanding of the shaping forces would help to inform the contemporary discourse where many ITE programs have become targets of criticism.

This study investigates policy actors that governed the practices of a cohort of English language pre-service teachers (PSTs) within an ITE program in Vietnam. It aims to address the question: What policy actors shape the practices of the pre-service teachers in this ITE program? It draws on Vygotsky's socio-cultural theory and the concept of 'polycentric governance' developed by the American Nobel Laureate Elinor Ostrom (2010) in explaining the shaping forces, following a bottom-up approach. Vygotsky's (1981) theory of learning supports explanatory research, i.e., to explain the PSTs' practices at the classroom context and their multi-level shaping forces. Polycentric governance takes the roles of multiple actors from various sectors in policy development process in contemporary societies into account. It helps to understand phenomena that do not fit neatly in a dichotomous world of 'the market' and 'the state'. The fieldwork was conducted in the settings of an ITE program at a leading university in Vietnam. Data include individual interviews with 20 PSTs, relevant instructional materials and policy documents.

The study reveals numerous policy actors, at multiple levels, local, institutional and beyond, not limiting to the education sphere, shaped the PSTs' practices. Beyond the market and state, there also exist Vietnamese traditional cultural views of the teaching profession and human interpersonal relationship, and international and regional policies, embodied in international and regional education standards. These actors come into play in the production of 'real' English language ITE policy in practice. The findings have implications for policy making in English language ITE in Vietnam. The study calls for stronger dialogue between ITE practitioners and policy-makers, considering the role multiple actors, both immediate and 'hidden', play in the process. These findings also support the assertion that to enhance ITE programs it is crucial to go beyond 'addressing the preparation of teachers alone' (Maged, 2013).

**Anna Popova, Joce Nuttall**

*The utility of historicity as a concept for examining and re-imagining practices of initial teacher education*

### **The research focus or problem**

This paper considers the role of historicity in the contemporary cultural and historical project of initial teacher education. We begin by presenting evidence from the teacher education literature of a broad problematic, that of the persistence of a historical status quo in teacher education practice. This allows us to raise questions about investments that have been made in the development of long-standing teacher education trends that persist today (e.g. school-based professional placements).

### **The conceptual framework informing the research**

Historicity is a powerful concept that helps connect the past, present, and future. Specifically, the paper explores its utility for contributing to an understanding of the dynamic between continuity and change in initial teacher education. In this paper we draw on a distinctively cultural-historical conceptualization of historicity, which understands practices as historically accumulating and embedded in contemporary people and activities.

### **Research methods**

Our empirical work involves examination of historical and contemporary documents that describe practices of teacher education and their implications for teaching. In this paper we show how we are exploring the concept of historicity through two brief examples. The first draws on [Author 1's] examination of the mediating function of textbooks in teacher education in post-Soviet Russia. The second example is taken from [Author 2's] analysis of the emergence of 'dame schools' in 19th century New Zealand and their implications for the subsequent development of early childhood teacher education.

### **Implications**

We argue that our examinations of the history of teacher education, as well as investigations of some current instantiations of practice, allow us to consider the value of a temporal orientation to imagining teacher education otherwise. Our overall argument is that the field of initial teacher education requires an imaginative stretch to reach beyond current provision, and that the cultural-historical concept of historicity is potentially a necessary tool for both explaining processes and creating change.

**Deborah Heck, Helen Grimmer, Linda-Dianne Willis**

*Teacher Educators using cogenerative dialogue to reclaim professionalism*

Teacher education is a space that is constantly in flux as it responds to the increasing requirements of governments to improve the quality of teachers and teaching in specific and measurable ways. The burden of this work falls to academic staff who then must balance their engagement with research, teaching and service within a higher education sector that has a different set of measures and requirements. Against this background, we (authors) have aimed to identify ways to work together to reclaim our professionalism as teacher educators. This chapter recounts one of our experiences as three teacher educators from different parts of Australia and our use of cogenerative dialogue (interactive social space for dialogic exchange) that included material objects to support our collaboration. Vygotsky's conception of individual cognition being connected to social interactions and speech provided a theoretical context for our explorations. Using metalogue as our methodological approach we document how using material objects during cogenerative dialogue allowed us to reflexively consider possible ways to improve our practice of research and teaching. The implications of this self-study identify the importance of cogenerative dialogue to support teacher educators to reclaim their identity and academic agency as professionals in an era of measurement.

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#### **C1.41**

#### **PROFESSIONAL EXPERIENCE**

**Gemma Scarparolo**

*Using mixed-reality simulation technology with pre-service teachers to increase their self-efficacy for explaining differentiation to parents*

In a classroom where differentiation is regularly implemented, it is likely there will be times when students will be given choices of which activities they complete, how they work, who they work with and how they demonstrate what they have learned. As a result of this, some parents may have questions for their child's teacher regarding issues of equity, assessment and meeting curriculum requirements. Therefore, it is important that pre-service teachers feel prepared and are confident to explain differentiation to parents. Such teacher self-efficacy is linked to future practice, behaviour and attitudes and is most malleable during pre-service teacher preparation. However, it has been identified that pre-service teachers often feel insufficiently prepared to communicate with parents. This is often due to the limited interactions that are available as part of their initial teacher training and during school practicum experiences. A pre-service teacher's self-efficacy has the potential to impact on the level of professionalism that they demonstrate in the future in their communication with parents.

In order to provide pre-service teachers with the opportunity to practise explaining differentiation to parents, pre-service teachers in this study participated in a simulated parent-teacher interview (either as the teacher or through observation) using an innovative mixed-reality technology, as an alternative to traditional preparation methods, such as role play. The aim of this study was to determine if pre-service teachers' self-efficacy related to explaining differentiation to parents improved after participating in a simulated parent-teacher interview using mixed-reality technology.

A convergent parallel mixed-methods research design was implemented. Data collection included surveys, focus group discussions and short response questionnaires with 28 pre-service teachers from two

tutorial groups. Results identified a significant increase in pre-service teachers' self-efficacy related to explaining differentiation to parents. Pre-service teachers identified that the experience was valuable, both as a direct participant in the simulation and as an observer. The simulation experience provided pre-service teachers with the opportunity to reflect on their own understanding of differentiation. The low-stakes simulated environment and the opportunity to learn from their peers were identified by the pre-service teachers as being valuable components of the simulated interview experience. Results indicated that pre-service teachers felt more prepared to explain differentiation to parents and more confident to talk to parents generally. In addition, pre-service teachers' experience in communicating with parents in a simulated environment is likely to influence their future behaviour, persistence and implementation of differentiation as they feel that they have the ability to explain it to parents. This in turn is likely to help shape their understanding of what it involves talking to parents. The findings from this study have implications for initial teacher education in terms of the potential use of mixed-reality simulation technology to prepare pre-service teachers for effective professional parent communication.

**Jillian Fox, Tania Aspland**

*Repositioning "prac": New conceptions of work integrated learning linking graduates into the profession*

The transition of pre-service teachers into the profession has attracted attention in recent times highlighted by TEMAG's call for providers to show that their graduates have the knowledge and teaching practices needed to be 'classroom ready'. Professional experience programs provide opportunities for pre-service teachers to engage in praxis-oriented learning building their teacher identities and connections with the profession. Professional experience programs structure opportunities for pre-serviced teachers to practice the work of teachers mentored by teachers who are experienced and knowledgeable professionals.

Graduate capability and employability skills developed during placements are regarded as critical success factors by universities, industry, and the students creating a bridge into the profession. The interest of the university in effective work-based learning is increasing given the recognised benefits to professionalism and student employment and national policies have been developed to support work integrated learning (WIL). WIL is 'an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum' (Patrick et al., 2008). Universities recognition of the potential of WIL to empower students with conceptual and adaptive 'human capital' professional skills is married with their understanding of their capacities to forge partnerships with professions which will benefit university, industry and community needs. The emphasis on WIL is evidenced by the creation of university-wide policies by 27 of the 42 Australian universities.

A document analysis was conducted of the 27 Australian university WIL policies to ascertain common themes and priorities given to work integrated learning agendas in universities. Informing this review where key dimensions of work-integrated learning as determined by the Canadian context. Cooper, Orwell and Bowden (2010) identify seven key dimensions, including: purpose, context, the nature of the integration, curriculum issues, learning, institutional partnerships, and the support provided to the student and the workplace. Cantalini-William's (2015) "CANWILL" framework builds on these dimensions for developing effective work-integrated learning practicums (curriculum, assessment, networking, workplace, integration, learning and logistics), adding assessment and logistics as dimensions to the delivery of work-integrated learning experiences. WIL policies were analysed to uncover priorities and common themes from an Australian perspective. Implications for Australian universities and, faculties that support initial teacher education programs will be outlined for discussion.

**Angelina Ambrosetti**

*The Unwritten Standards: Developing Teacher Professionalism Through Professional Experience*

The professional experience placement provides opportunities and experiences to pre-service teachers that are difficult to provide in other components of their Initial Teacher Education course. The professional experience provides opportunities to be immersed in the profession and specifically in what the role of a teacher is. Thus, professional experience can be central to the development of teacher professionalism. Initial Teacher Education courses are structured so that pre-service teachers develop the knowledge and skills needed to be effective in the classroom on graduation. It is assumed that by the end of their course of study, pre-service teachers will have successfully achieved each of the Australian Professional Standards for Teachers at the graduate career stage. The three domains of the Australian Professional Standards for Teachers focus on Knowledge, Practice and Engagement, but what about the 'unwritten standards'? Other essential capabilities such as effective communication skills, organisational skills, empathy, flexibility, compassion and so on?

This paper specifically focuses on the professional experience placements that pre-service teachers engage in and the experiences that they encounter that contribute towards the development of the 'unwritten standards'; those professional capabilities that are not captured in the APST. A series of surveys that focused on experiences during professional practice placements were implemented with pre-service teachers throughout their course of study. The surveys asked pre-service teachers to describe their experiences and their learnings from these. A thematic analysis approach was used to examine the data, thus drawing out the relevant themes to identify instances of the development of their teacher professionalism.

The findings from the analysis of data were positioned within the existing perceptions and ideals of the pre-service teachers regarding the role of a teacher, teacher behaviour and identity. In this respect, the relationship they developed with their supervising/mentor teacher was crucial as it influenced their ability to 'be and become'. Pre-service teachers identified instances whereby they felt like a teacher whilst in the act of teaching, but also as a teacher in the broader sense. Thus, pre-service teachers identified opportunities that enabled them to grow capabilities in both the written and unwritten standards.

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**C1.48**

**POLICY**

**Mellita Jones, Renata Cinelli, Mary Gallagher**

*How Teacher Education Can Work Towards a More Equitable and Just World*

Teacher education is an ill-defined concept beyond its general purpose of preparing teachers for the profession. It appears to be framed, however, within the same neoliberal influences prescribed by governments in school curriculum whereby through education one achieves social mobility: success, affluence, and [supposedly] wellbeing (Kalantzis & Cope, 2008). Unfortunately, this individualistic view of citizenship, and its status quo that our education system perpetuates, gives rise to global injustices where a few are privileged at the expense of many. Alongside others, we believe teacher education has a responsibility to challenge this status quo and work to better ingrain in future teachers, and hopefully the children they teach, a form of citizenship that is more equitable and concerned with the common good.

Using Transformational Learning Theory (Mezirow, 1991) as a conceptual framework, this paper presents

the outcomes of a study exploring an educational cultural immersion in the Solomon Islands, one of the poorest countries in the world, on pre-service teachers' (PSTs) sense of equity and justice, and whether their experience inspired action in their personal and professional lives. Two of the authors were also program leaders, so their closeness to the program and data collection was carefully considered to avoid coercion. To address this, participation was invitational, with information disseminated at a Program meeting after which an email was sent containing a link to an electronic consent form. Follow up then only occurred with those PSTs who returned the consent form. The study received University Human Research Ethics clearance.

Mezirow's (1991) Transformation Learning Theory describes the process of experiencing a deep shift in perspective that results in an alteration in outlook and actions. To explore this, a qualitative approach was adopted whereby nine PSTs from the 2016 Solomon Islands' Immersion Program voluntarily participated in a focus group interview 12-months after their experience. This allowed time for the "critical thought" demanded by Transformative Learning Theory, as well as opportunities for PSTs to enact any change in their personal and professional lives. Specific prompting for responses related to equity and justice were avoided in favour of questions that were generic about what professional and personal learning was gained, what had stayed with them, and whether their thinking/actions had changed in any way. Themes were identified from the transcribed interview using analytical induction (Burns, 2000). Findings demonstrated that PSTs gained an increased awareness of the disparity between their lifestyles and that which they witnessed, and to an extent, shared, with Solomon Islanders during the program. There was an evident shift in values away from materialism and towards relationships with others. Moreover, PSTs indicated actions and/or intention to impart a curriculum of a social justice in their own teaching as well wanting to help others in the world who are less privileged. These results demonstrate the potential for teacher education immersion programs to contribute to society in a way that transforms attitudes, intentions and capabilities that could foster informed global citizenship concerned with a more just and equitable world.

### **Beverley Cooper, Bronwen Cowie**

#### *The challenges for teacher education: exploiting synergies to meet multiple demands*

Internationally questions about the nature of effective teacher education have come to the fore as a consequence of the demands to produce equitable outcomes from a more diverse range of learners working with ever more challenging curriculum. This expansion has arisen in part from a realisation that mastery of formal conceptual or propositional knowledge alone is no longer a sufficient basis for active participation in today's knowledge society. In conjunction with these expectations and understandings, policy makers have introduced a range of mechanisms to hold teachers, schools, and teacher educators to account for student learning and achievement. These mechanisms include the specification of standards for either or both of student learning and teacher performance, along with a requirement to provide evidence of impact. University-based teacher educators are in unique positions of being accountable to students, teachers and teacher accreditation agencies or teacher learning and development that impacts positively for students in the classroom, and being accountable to their university in terms of research productivity. They also need to ensure student teacher graduates develop the attributes specified in their university graduate profile.

In this paper, we use New Zealand as a case study to explore some of the convergences that teacher educators might usefully consider across school curriculum goals, university graduate attributes, and



teacher performance standards for preservice and practicing teachers, where these have the potential to shape and inform their practice and learning. We begin by elaborating on the landscape of change and then provide two examples of convergence from our own work and that of our colleagues. We describe how projects we have conducted assist in meeting multiple goals. Firstly we illustrate how the need to develop numerate citizens can be imbedded in a teacher education program and secondly illustrate how the need to develop the capacity for learning lifelong can be developed through researched program innovations based on a combination of a design research approach and a design-based intervention research approach. Drawing on our analysis, we scope some of the possibilities for exploiting synergies these shifts can have for initial teacher education and teacher educators.

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**C1.49****PROFESSIONAL LEARNING**

**Jeanne M. Allen, Glenda McGregor, Donna Pendergast**

*Using the student engagement and teacher reflection app (SETRE) as a teacher professional learning tool: A pilot study*

This chapter reports on a pilot study conducted into the potential effectiveness of an application (app), titled the Student Engagement and Teacher Reflection App (SETRA), which is being developed as a professional learning tool to assist teachers to cater for the diversity of students in contemporary schools through engaging all young adolescents in learning. Drawing from the evidence-based Young Adolescent Engagement in Learning (YAEL) Model, the app serves to support teachers' growth in professional learning, which is an important characteristic of teaching and teacher professionalism. The YAEL Model, developed in 2016 by the research team, provides a professional learning approach for secondary school teachers to engage all students in their learning, including those at risk of disengagement. In order to facilitate teachers' access to, and implementation of the many dimensions and characteristics of the Model, SETRA has since been developed as a tool to provide teachers with real time, "anywhere, any place" professional learning. A pilot study subsequently determined proof of concept of the baseline version of the app, as well as its potential effectiveness as a teacher professional learning tool. In this chapter, the YAEL Model is first overviewed and then the findings from the SETRA pilot are discussed.

**Leonie Rowan, Terri Bourke, Jo Lunn, Mary Ryan, Sue Walker, Eva Johansson & Lyra L'Estrange**

*Teaching to/about diversity : Exploring teacher educators' epistemic reflexivity*

**Research focus**

The extent to which teachers are prepared to work with the increasingly diverse range of students in classrooms is attracting international attention. Rather than revisiting teachers' sense of preparedness to teach diverse learners, this ARC project investigates teacher educators' understandings of, and their decision making around teaching to/about diversity.

The increasing complexity of teaching diverse groups means that preparation of teachers who have deep understandings about quality teaching and diversity and how these concepts inform one another in practice is crucial.

## Conceptual framework

Addressing the issue from a new direction, this research brings together the fields of epistemic cognition (psychology) and reflexivity (sociology) to provide a framework of epistemic reflexivity for understanding more about teaching to/about diversity in teacher education programs. Key to understanding teachers' decision making are the beliefs, dispositions and skills they hold related to the nature of knowledge and processes of knowing, otherwise known as epistemic cognition (Green & Yu, 2016). We argue that a focus on epistemic cognition can help us to understand how teacher educators generate new knowledge and skills for teaching to diversity within teacher education programs. Further, Archer's (2007) reflexivity theory provides a way to examine the deliberations and decision-making that teacher educators undertake within the emergent conditions of teacher education.

## Research methods

This three year project uses a mixed methods approach and has been granted ethics approval through QUT Human Research Ethics Committees. The completed first phase used social lab methodology with 32 teacher educator participants to explore the ways in which teaching to/about diversity was viewed from an epistemic reflexivity perspective.

The second phase is underway and involves developing a survey to purposefully measure teacher educators' epistemic reflexivities. The final stage of the research will involve in-depth case studies exploring teacher educators' epistemic reflexivities for teaching to/for diversity using classroom observation and stimulated recall interviews.

### Key insights or findings and implications

So far, the analysis of the phase one social lab data has shed light on:

- 1) How teaching to/for diversity is addressed in teacher education course. Findings reveal that factors such as knowledge, personal experience, professional standards, and university culture/context can be both enabling and constraining as they intersect in different ways in the effective preparation of pre-service teachers around diversity.
- 2) Teacher educators' epistemic aims and practices. Teacher educators described aims of promoting the development of knowledge and depth of understanding with respect to teaching diverse groups of children. These aims seemed to align with their focus on experiential approaches and to a lesser extent engagement and higher order thinking. Further, teacher educators reported that they knew they had achieved their epistemic aims when preservice teachers displayed depths of understanding, awareness, engagement in higher order thinking and engagement in action.
- 3) Teacher educators' understandings of diversity. Diversity was constructed in binary terms as "not the norm" and, by extension, as associated with "the minority" of students. The "what" of teacher education regarding diversity focused on the need to "respect" and "cater for" diversity. Both positions suggest that the diverse learner is 'other' to a norm and requires a tolerant attitude from the majority.

**Ian Hay, Damon Thomas, David Shorter**

*The Knowledge Quartet: A “fresh lens” in the Analysis of Teachers’ Classroom Practice*

A core task of Australian and New Zealand teacher education programs is the preparation of teachers who are able to effectively operate within a complex and dynamic set of student, context, content and pedagogical variables. Shulman’s (1987) seminal research has highlighted the importance of teachers’ pedagogical content knowledge and the analysis of teachers’ classroom practices. This paper outlines recent developments that have extended Shulman’s work and has the potential to provide a “fresh lens” in the analysis of teachers’ classroom practices. Developed by Rowland et al. (2009) and called the Knowledge Quartet this model of classroom analysis has suggested that teachers’ content and pedagogical knowledge for teaching can be separated into four areas identified as: (1) foundation; (2) transformation; (3) connection; and (4) contingency. All four of these elements are in action in each lesson. Teaching students typically requires the teachers to deal with a range of contingencies and so requires teachers to access their foundation knowledge of the subject and their teaching strategies; to transform their teaching strategies and their content knowledge to better accommodate the students; to form new connections with the content being taught and the students’ level of understanding; and to deal with the unexpected. Rowland’s teacher knowledge model supports the premise that teaching students is typically competency based. The research reported in this paper identified that Australian teachers’ pedagogical practices can be analysed using the Knowledge Quartet model and this analysis creates a professional communication with and between teachers that has the potential to be more holistic and informative. Each of the Knowledge Quartet dimensions will be reviewed and expanded on within the paper, with the paper outlining the implications of this model for teacher education in Australia and New Zealand. The research reported in this paper used a naturalistic, observational, case study methodology of teachers, teaching his/her regular lesson. The obtained video transcript data from these lessons were coded using the Knowledge Quartet criteria. The research reported was conducted using the Australian University social science and education ethical protocols.

## DAY 3: Friday, July 5th – Morning

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### Lecture Theatre 7 Building C

**Gert Biesta**

*Reclaiming the work of teaching* Sponsored by Springer

The rise of the logic of learning in education has significantly changed perceptions and ideas about what teaching is and why it matters. While many see the shift from teaching to learning as a progressive and generally liberating move as it puts the ‘learner’ rather than the teacher in the centre of the educational endeavour, I have argued in several publications that things may be more complicated than what the shift from teaching to learning seems to suggest. There is not only more to the dynamics of education than learners and their learning, just as there is more to the work of teachers than just the facilitation of learning. In my presentation, I seek to explore what the work of teaching is, why it matters now more than ever, and how such an understanding of the work of teaching might enhance the claim to teacher professionalism.

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### C1.38

#### Mentoring

**Michael Cavanagh, Alexis King**

*Peer-group mentoring for primary pre-service teachers*

The conceptualisation of in-school mentoring for pre-service teachers has undergone a shift in recent years. Le Cornu (2005, p. 356) described a movement “away from the mentor as expert, hierarchical one-way view to a more reciprocal relationship” to where participants challenge and support each other’s professional learning. Mentoring is now conceived as an opportunity for mentors and mentees to share their professional experiences in a collective reflection (Daniel, Auhl, & Hastings, 2013).

Peer-Group Mentoring (PGM) is a Finnish mentoring model that is implemented in mixed groups of novice and more experienced teachers who engage in professional dialogue and knowledge sharing (Korhonen, Heikkinen, Kiviniemi, & Tynjälä, 2017). PGM meetings provide “confidential time and space for discussion, problem solving, sharing of experiences, and discussing professional literature” (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014, p. 161).

In this paper, we report on a PGM for primary pre-service teachers during one school term as part of a professional experience partnership. Pre-service teachers completed weekly questionnaires and an interview about their experiences. Questionnaire and interview responses were coded and analysed according to three domains of teacher development: professional, personal and social. Common themes to emerge from the data include the role of the professional standards, the practical nature of the activities, increased confidence to teach and feelings of belonging and being supported. However, pre-service teachers did not appear to link theory and practice in the PGM. The study provides insights into how the Finnish concept of peer-group mentoring might be implemented for pre-service teachers in an Australian context.

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**C1.38****Reframing professionalism****SYMPOSIUM**

**Stephen Heimans, Parlo Singh, Gert Biesta, Andrew Hickey, Andrew Barnes, Matthew Clarke, Grace Quaglio, Judi Warmerdam, Joanne Casey, Craig Hargraves, Pamela Eichmann**

*Reframing professionalism? Practising scholarly dissensus?*

The current contingent lash-up (Rose, 1999) of globalising/ Australian education policy (Rizvi & Lingard, 2009) is giving rise to situations in our everyday lives and work as teachers that are marked by “the imbrication...of performative truths” (Ball, 2016, p. 1129). In this symposium, we present papers from three divergent, albeit nascent, collaboratively-dissensual projects that offer, we hope, some resources for reframing ‘professional teaching’ policy and practice within and against ‘performativity-circumscribed’ policy settings/ incursions.

Reframing means shifting what is ‘in the picture’- and in the case of the papers presented here, this involves shifting (albeit slightly) the conceptual, categorical, consensual landscape that current education policy makes ‘sensible’ (Rancière, 1991). Our papers, taken together, aim to offer a different ‘sense’ of what professionalism ‘is’, or might become- in this way, we are working on and thinking about how to ‘practise dissensus’ – so, this means both:

1. trying to become more proficient at ‘behaving dissensually’ (realising the paradox of such ‘practising’), and
2. putting dissensus into action.

The projects, necessarily, are ‘in formation’. We characterise them as ‘scholarly’ activity, and we emphasise the speculative, open, divisive nature of this work- we are looking for, searching out creative, irreverent, constructively-insubordinate (anti)performances of what ‘counts’ as connections between professionalism and education. Splitting open the ‘sense of the common’, and what is hear-able, sayable and see-able professionally.

In summary, we think that it is important not to take for granted the implied ‘goodness’ of designations and dimensions of professionalism especially when these are defined for us (teachers) by those ‘outside’. Taken together, the papers might offer a stimulus to thinking and talking about teacher professionalism in ways that we are, at present, unable to foresee. We hope to open a dialogue about the (im)possibility of ‘practising dissensus’ and professionalism with the discussant (Gert Biesta) after the papers have been presented, though we expect that he will disagree with our approach.

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**C1.39****Ethics**

**Robyn Bradenburg, Sharon McDonough**

*The ‘wicked problem’ of ethics in the policy and practice of teacher education research*

**Sponsored by Routledge Taylor & Francis Group**

What does it mean to be an ethical teacher educator researcher? In contemporary higher education institutions, teacher educator researchers work across the boundaries of multiple countries and multiple

institutions, with this having implication for the way ethical issues are addressed in practice. Often the national and institutional guidelines for the conduct of ethical research reflect historical models based on medical or psychological approaches. These frameworks and guidelines often focus primarily on issues related to data collection. For teacher educator researchers there are a number of ethical dilemmas and challenges that are not neatly captured by formal ethics processes and policies and this is where ethical dilemmas in practice begin. This requires teacher educators to be ever-present and engaged with issues pertaining to ethics in teaching and research.

In this paper we draw from contributions from both national and international authors that constitute a forthcoming edited book. Using content analysis, we examine the 15 chapters and identify the ethical dilemmas and tensions that researchers navigate as they conduct research in teacher education. The analysis identifies four key themes: the ways that researchers ‘think with’ rather than ‘about’ ethics; methodological approaches that reflect an ethical stance; the ethics of using student data, and the challenge of ethical representation.

Through examination of the collective concerns of teacher educator researchers, we contend that issues pertaining to ethics can constitute a ‘wicked problem’ in research. We argue that the situated and nuanced considerations made in the practice of doing research inevitably inform the development of professional ethical judgement for teacher educator researchers.

Our paper presentation will invite audience members to reflect on, explore and share perspectives on their own ethical dilemmas and engagement in order to deepen understandings into both the policy and practice of ethical research.

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## C1.39

### PERCEPTIONS AND DIFFERENCES

**John Ehrich, Stuart Woodcock, Conor West**

*Gender differences in pre-service education students’ teacher dispositions*

The gender imbalance favouring females in the teaching profession is ubiquitous. While there are many varied reasons for why females dominate the teaching profession (see Drudy, Martin, Woods, & O’Flynn, 2005) the issue of whether females are more pre-disposed toward teaching than their male counterparts has not been empirically explored. While there is some evidence indicating a superior female performance in pre-service education programs (cf. Drudy, 2006), and self-report data indicating females’ superior teaching self-efficacy (Gavora, 2011), the effect of gender on a pre-disposition toward teaching has not received any direct attention. To address this paucity we investigated the effect of gender on 324 first year pre-service teachers’ dispositions toward teaching. Using the Teacher Disposition Scale (TDS) (West et al., 2018) to measure teaching dispositions, a Rasch analysis (Andrich, 1988) on the data indicated females were significantly more disposed toward being effective teachers than males on all core teacher disposition competencies (i.e., motivation to teach, teacher efficacy, willingness to learn, conscientiousness, and interpersonal and communication skills). These findings provide initial evidence using a rigorous psychometric approach in the understanding of the significant role of gender on teaching dispositions. The findings are discussed within the broader context of teacher education in Australia.



**Minh Hue Nguyen***What Does it Mean to be an English-As-An-Additional-Language Teacher? Pre-Service and In-Service Teachers' Perceptions*

This qualitative study explores the ways in which the work of English-as-an-additional-language (EAL) teachers is understood by pre-service teachers (PSTs) and in-service teachers (ISTs) of EAL. The PSTs were completing a Master of Teaching program at a large university in Australia, which would qualify them to work as EAL teachers. They were asked to reflect on the role of the EAL teacher before and after a three-week practicum. The ISTs, who are EAL practitioners in secondary schools in the state of Victoria, were each asked in an interview to reflect on their role as an EAL teacher. Results indicate that the PSTs demonstrated some level of understanding of the complexities of teaching EAL based on their theoretical knowledge and limited exposure to EAL in context. The ISTs' reflection was based more specifically on their contextualised teaching experiences. The chapter discusses implications for EAL teacher education in terms of supporting growth in professional understandings and teacher identity.

**Said Ahmad Zohairy***Self-Driven Learning and Development of ESOL Tertiary Teachers in Private Teaching Institutes in Christchurch, New Zealand and its Impact on Their Own Sense of Collective Efficacy*

In every English language teacher's life, there is a lesson that was not a good one and could be taught better. Also, there are a couple of unanswered questions about improving their daily practices. To what extent do teachers make the best use of these moments, and use them as a motivation towards becoming better teachers? This qualitative phenomenological case study aims to understand the phenomenon of ESOL tertiary teachers taking charge of their professional learning and development (PLD) in response to their teaching context. This study tends to explore teachers' learning in different three private teaching institutions in Christchurch, New Zealand and understand teachers' choices and their impact on classroom practices. In private teaching organizations, teacher's learning and development reflect a special social environment where teachers are mainly busy with meeting a pre-determined market-driven goals. Self-driven PLD refers to activities that are internally determined, individually initiated, collaboratively and continuously implemented by teachers, and based on teachers' real learning needs. Teachers' efficacy has two main strands: professional efficacy (professional identity, career development and professional networking); and classroom efficacy (teaching skills, subject content knowledge). Data collection includes in-depth semi-structured interviews with ESOL tertiary teachers via utilizing crystallization.

Private tertiary teachers' learning is a multidimensional activity that has its social, cultural and financial elements that were not much researched in the tertiary education literature. This phenomenological case study focuses on private tertiary teachers and their perceptions of their own learning and development. They are possibly in need of learning activities that are bottom-up rather than being top-down activities. Thus, it is important to understand teachers' engagement in activities that are initiated, implemented and evaluated by them. Recent literature stated that teacher development activities and traditional PLD activities have been heavily criticized, and many voices call for finding alternative learning strategies for ESOL teachers that value their learning, respect their cognition, and understand their autonomy. These alternative strategies include collaborative learning, sustained inquiry, action research and self-driven learning. ESOL tertiary teachers are agents of educational reform who can own their professional learning and development and reflect on its effects on their classroom and professional efficacy in a collaborative manner. Although this study focuses on ESOL tertiary teachers, its findings can inform all in-service teachers of other subjects, policy makers, and teacher educators. This study could also inform PLD specialists by understanding the essence of teachers' experiences of getting engaged in bottom-up rather than traditional top-down PLD activities. Currently, I am collecting data by interviewing teachers. The initial findings of the study show the complexity of in-service ESOL teachers' learning as an innate quality

that is driven by many factors such as teachers' identity, students' needs, and teaching context.

At the end of this session, participants will be introduced to the idea of self-driven learning and development of in-service ESOL teachers in Christchurch, New Zealand. In addition, the cultural, social, and financial characteristics of ESOL teaching work context will be discussed in relation to teachers' decisions about their learning and professional development.

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**C1.41****Professional Learning****Jacqueline Joseph***Professional learning and practice in an open classroom environment*

This study about professional learning and practice investigates and explores practice and learning approaches within an open classroom setting at Torrens University Australia (TUA). The findings are based upon reflective and observational data of professional face-to-face teaching practice for second year undergraduate students. Menu Engineering & Design is a three-hour tutorial class over twelve weeks and is a core subject in the Bachelor of Culinary Management program.

The central premise of this study concerns active learning pedagogy and the way in which lecturers impart knowledge, and how students learn in an open classroom environment. Examples such as the flipped classroom model, collaborative learning and activity-based learning have effective outcomes. Importantly, the study addresses the interaction, practical actions, and thinking between lecturer and student within an open classroom. The role of a lecturer is a highly personal activity; each has their own unique style of designing and delivering courses, based upon their experience, personality, academic discipline and student cohort. The practice lens perspective of this study focuses on the body, space and materiality within the open classroom. The findings are discussed in relation to practice theory (Schatzki, 2012) and spatial theory (Lefebvre, 1992).

Keywords: Open classroom, practice theory, spatial theory, student performance, positive outcomes

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**C1.41****21<sup>st</sup> century technologies****Donna Pendergast, Beryl Exley, Nan Bahr, Jo-Anne Ferreira***Social media and teacher professionalism: Getting in on the act*

In this chapter we examine our collective experiences with a relatively new medium of communicating academic research, that of social media postings. We draw on three instances of professional blogging about the topic of teacher professionalism, all undertaken during 2018. The three professional blogs were accessed, read and shared on various social media sites and key ideas were tweeted. Others self-selected as responders. In this way, the blogosphere provided the means for fast, direct multimodal representations and dialogic communication with an extraordinarily wide audience about a topic of national significance. An analysis of the content and responses from a range of participants concluded that Government regulators, teacher education providers, employing departments and teacher unions, for example, no longer held an exclusive position as producers and transmitters of assumptions about teacher professionalism. Indeed the general public, activist groups, individual teachers, teacher educators, publishing companies and the like provide the voice of the new wave of public discussion about the topic of teacher professionalism. Not all stakeholders are represented. Many teachers and school

leaders are rendered voiceless by their employers. We also note that being active within the blogosphere is time consuming, intellectually and emotionally exhausting, and at times, risky business. The reality is that many members of the teaching profession have to rely on a smaller number of networked professionals to contribute points of view on their behalf. A question remains about how the profession can overcome this forced passivity.

## **PRACTICE WORKSHOP**

**Linda-Dianne Willis, Deborah Heck, Helen Grimmett**

*Can LEGO® Serious Play® help teacher educators better understand the notion of professional identity?*

In this workshop participants will use LEGO® Serious Play® to explore the idea of professional identity and its meaning for teacher educators and the preservice teachers they teach. This guided, hands-on workshop builds on our chapter in the ATEA 2019 book publication, *Professionalism and teacher education: Voices from policy and practice*. We will introduce LEGO® Serious Play® and invite participants to use the materials to metaphorically represent themselves and their ideas. These constructions will form the basis of individual reflections and shared discussions about professional identity and how this notion can be understood and developed in the complex milieu of contemporary education. The workshop will also introduce participants to the strategy of cogenerative dialoguing. These different activities are intended to provide participants with concrete ideas: to deepen thinking about their own professional identity; enhance their ability to teach for professional identity with preservice teachers; implement dialogic pedagogies in their teaching; and discuss the affordances and limitations of using physical materials to enhance teaching and research theory and practice.

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### **C1.48**

#### **Challenging teacher professionalism**

**Rochelle Fogelgarn, Edgar Burns, Paulina Billett**

*Teacher-targeted bullying and harassment in Australian schools: A challenge to teacher professionalism*

In this chapter we consider how teacher professionalism is challenged by teacher-targeted bullying and harassment (TTBH) in Australian schools. Informed by findings from our exploratory mixed method study of TTBH in Australia, the incidence of student bullying towards teachers suggests that conventional views of professionalism need rethinking. International research reveals that TTBH occurs irrespective of an individual's innate gifts, talents, experience, commitment or traits. TTBH has been attributed to a range of factors external to personal professional expertise and its incidence undermines or compromises the sustained practice of victimised teachers. Yet, in our neo-liberal climate of governmentality, where performativity pressures inhibit disclosure of struggle, TTBH has been *invisibilised*. In a culture dominated by managerialism, standards and compliance, the right of teachers to a safe workplace needs urgent redress. Until government policy explicitly addresses the provenance and extent of this issue, teacher vulnerability to student and parent enacted TTBH threatens teacher wellbeing.

**Sarah James, Suzanne Hudson**

*Exploring the perceptions of preservice teachers and their experiences of mentoring in literacy during professional experience*

Reviews into teacher education have highlighted the important role of the mentor teacher during professional experience (Teacher Education Ministerial Advisory Group [TEMAG], 2014). While university programs teach theoretical concepts, the role of the mentor teacher assists preservice teachers [PSTs] to enact the theories, skills, practices and curriculum policies learned at university in the classroom context. The aim of this study was to explore and describe the perceptions of PSTs mentoring in the teaching of literacy during professional experience.

A survey was administered to 751 final-year PSTs studying early childhood/primary, primary, primary/secondary and secondary degrees from multiple universities who self-reported their responses (1=strongly disagree to 5= strongly agree) on a five-point Likert scale. The data were analysed using SPSS and descriptive statistics generated. Results indicated that 60% or more of the total cohort of PSTs self-reported that their mentor teacher had the personal attributes for mentoring literacy, provided feedback, shared pedagogical knowledge and modelled practices for the effective teaching of literacy. However, nearly half of the total cohort indicated they were unsure or disagreed that their mentor teacher shared the system requirements (curriculum, policies and aims) for literacy teaching. Further interrogation of the results demonstrated differences in the cohort responses with the secondary PSTs indicating lower percentage scores about their mentoring experiences than those preservice teachers representing early childhood/primary, primary and primary/secondary cohorts.

Indeed these initial results may mean that secondary mentor teachers do not mentor literacy as part of the specific curriculum specialisation or the PSTs lack experience so they may not recognise when their mentor teacher is providing support in the mentoring and teaching of literacy. As a mixed method explanatory research study it is hoped that the interview data, once analysed, will shed some light on the reasons behind the differences in the cohort responses. Nevertheless, the initial data demonstrates that the related policies and practices for teaching literacy may require further support in the way of professional learning for secondary mentor teachers and further inclusion in secondary initial teacher education programs.

**Key words:** Initial teacher education; professional experience; effective mentoring for teaching; general capabilities literacy.

**Megan Adams**

*Methods and innovations in teacher education research*

**Shifting boundaries: Collaborating with preservice teachers and organisations involved with educational change**

The focus of this paper is an innovative program that integrates scholarship into learning, through challenging traditional practices of teaching pre-set course content in a one-size fits all paradigm. The rationale is for preservice teachers to contribute more to their own learning so that learning is interactive, discovery based and applicable to the real world, where the shift in focus is to work with students in

designing unit content in more productive ways. Preservice teachers were invited to co construct their own learning through a collaborative process where their choices and opinions were sought prior to unit development and delivery. Drawing on Edwards (2017) relational agency to inform the conceptual framework supports ways to utilise specialist expertise when interpreting and responding to the complex challenge of collaborating with preservice teachers to develop unit content, delivery and assessment.

Once permission was granted by the University Ethics Committee, data was gathered from seven preservice teachers. Data generation, included a pre-survey, and a focus group discussion in the semester prior to delivery of the unit. On completion of the teaching period, a post survey and interviews were conducted by a third party. Student Evaluation of Teaching Units (SETU 2016-2019) results, and student reflection journals were included in the data generation.

There were three main findings. First, not all preservice teachers were interested in contributing to their own learning in this way. Second, those preservice teachers who contributed to the project, valued the agency and autonomy of input that guided the content, delivery and assessment in the unit. The main request was for contact with outside organisations and practitioners from the “real world” to be invited for discussions. Finally, preservice teachers require further support and upskilling to work with students who display challenging behaviours beyond what occurs in university courses and is provided during school placements.

The study has critical implications for educational change in teacher education courses. Educators of preservice teachers are encouraged to be innovative and develop student centred approaches and work with organisations, yet are severely constrained by university policies and demands on their time. Such constraints create tension between the way ideal pedagogies are presented theoretically but rarely experienced by preservice teachers in practice during their teacher education courses. Finding innovative ways to model pedagogy, while collaborating with preservice teachers and draw on organisational expertise in practical ways becomes a priority. Collaborating with preservice teachers prior to unit development shifts the boundaries and provides a promising direction in moving away from mainly theoretical ideals to become part of preservice teachers’ practical experience, which informs their developing pedagogy.

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#### **C1.49**

#### **Accreditation**

**Terri Bourke**

*The Changing Face of Accreditation for Initial Teacher Education Programs in Australia*

This chapter uses discourse analysis techniques associated with Foucauldian archaeology to ascertain the dominant discourses in the 2015 Australian Initial Teacher Education accreditation document. Findings reveal an overarching discourse of quality assurance anchored within the discursive themes of accreditation, evidence and impact. When these discursive themes are juxtaposed against the academic literature on professionalism it becomes clear that teacher educators are being discursively repositioned in a managerial discourse. Recommendations are given for how teacher educators can navigate this highly regulated environment.

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#### **C1.49**

#### **Pre-service teachers experience with curriculum**

## **Abbey MacDonald**

### *STEM, STEAM and the spaces between: Explicating the enablers and inhibitors of interdisciplinary teaching and learning*

This presentation explores how disciplinary acronyms such as STEM and STEAM are being mobilised to empower or exclude particular disciplines, and how this impacts enactment of the three dimensions of the Australian Curriculum. While researchers and curriculum developers continue to grapple with different, disparate or conflicting interpretations of how interdisciplinary teaching unfolds from the theory-practice nexus, something organic is taking shape at the 'chalk face' that we risk overlooking.

In fostering opportunities for pre and in-service teachers to co-explore examples of pedagogy and practice through relational encounters, this presentation posits how teacher educators can facilitate collaborative professional learning experience that aligns powerfully with the teacher professional learning opportunities teachers will be presented with upon their graduation. Distilling the enablers and inhibitors of successful interdisciplinary agendas must first be ascertained in order to make way for transdisciplinary outcomes. Using a Tasmanian professional learning event as a case study, the presentation unpacks how teachers, schools and industry collaborators are working together to make visible and celebrate outstanding interdisciplinary teaching in STEM and/or STEAM contexts.

By focussing on the contested spaces between disciplines and their inherent pedagogies, the distinctiveness and potential of various differentiations of disciplinarity agendas are implicating upon education can be better understood. In turn, implications for recognising, embracing and prioritising ways of knowing and teaching inherent to all disciplines in the spaces between curriculum and pedagogy are posited as integral to equipping young people to face uncertain futures.

## **Monica Green, Hongming Ma**

### *Transforming pre-service teacher perceptions of science teaching through place-based partnerships and practice*

Although teaching and learning science outdoors is well established globally, its educational value in Australia is less understood. In response to this variance this paper profiles the impact of a science method course in a primary teacher education program at a Victorian regional university that encompassed science-based fieldwork. The study belongs to longitudinal research investigating university-school partnerships as a framework for teaching science education and examines pre-service teachers' perceptions of science post teaching science in a wetland environment. Study participants designed and delivered a range of science lessons to primary school-aged students at a local wetland and wrote reflective essays about their teaching experience. The two teacher educators analysed the essays and conducted semi-structured interviews with pre-service teachers at the completion of the course. The opportunity to teach science beyond a classroom setting led to improved general science teaching skills and increased pre-service teacher educators' confidence to teach science outdoors. The underpinning place-based partnership(s) played a critical part in broadening pre-service teachers' understanding of where and how primary science teaching and learning can occur.



## Social Program

**Tuesday, July 2<sup>nd</sup>, 2019**

### **WELCOME RECEPTION AND BOOK LAUNCH VENUE**

Welcome Reception and Book Launch “Professionalism and Teacher Education: Voices from Policy and Practice” by Amanda Gutierrez, Jillian Fox and Colette Alexander for #ATEA2019 conference will be held on Tuesday, July 2nd from 6:00pm to 7:30pm at the Harbour Room at Mantra Mooloolaba Beach, 7 Venning Street, Mooloolaba.

**Dress:** Smart Casual

**Thursday, July 4<sup>th</sup> 2019**

### **ATEA Conference Dinner and Awards Night**

Thursday, July 4<sup>th</sup>

7:00 p.m.

The Surf Club Mooloolaba

\$80 pp includes house beverage (wine, bubbles or beer) on arrival and a three course menu

**Dress:** Smart Casual

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#### **Wifi Access**

The guest log-in and password to access complimentary wireless internet is:

Username: **atea2019**

Password: **s,q(FK**

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#### **Conference Contacts**

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#### **Disclaimer**

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

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