



# 2018 ATEA & TEFANZ CONFERENCE TEACHER EDUCATION IN AND FOR UNCERTAIN TIMES

**Conference Handbook & Abstracts**

La Trobe University, Melbourne VIC

3 – 6 July 2018



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\*Program information contained in this handbook is accurate as at 25<sup>th</sup> June 2018.



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**FROM 2018**

# WELCOME

## **ATEA PRESIDENT & CONFERENCE CONVENOR**

Welcome to the 2018 conference of the Australian Teacher Education Association. This is a particularly auspicious gathering for us, as it is our first joint conference with colleagues from the Teacher Education Forum of Aotearoa New Zealand – Tena koutou to our colleagues from across the Tasman!

I thank La Trobe University for their hospitality in hosting the conference. I am also extremely grateful to the wonderful team of ATEA and TEFANZ members who have assisted in organising the conference and who will welcome you warmly in Melbourne. The conference theme of Teacher Education In and For Uncertain Times is both a reflection of contemporary contexts for education, including teacher education, and a message to our communities that teacher educators continue to work with determination and optimism. Conference participants have responded enthusiastically to this year's theme, resulting in a stimulating program of keynote presentations, papers, and symposia. This year we are also continuing with the option of a Practice Workshop format, which was received enthusiastically at our 2017 conference.

I encourage conference attendees to submit their conference papers for publication in ATEA's Asia-Pacific Journal of Teacher Education. This is also the third year of our collaboration with Springer to publish an edited volume to accompany the conference. I hope you will consider submitting an abstract for potential inclusion in our 2019 volume. Special thanks are due to the Editors and authors of our 2018 volume, which is provided to each attendee.

I extend a particular welcome to attendees who are in Melbourne to also attend the conference of the World Federation of Associations of Teacher Education (WFATE). The conjunction of the ATEA, TEFANZ, and WFATE conferences in Melbourne in the same fortnight augurs well for lively debate about teaching and teacher education! I encourage you to get involved in the work of ATEA or TEFANZ, whether as a conference participant, Executive member, or through your research and advocacy for the interests of teacher education and teacher educators. I trust ATEA2018 will re-energise you for this important work.

Kind Regards,



**Professor Joce Nuttall**

ATEA President and 2018 Conference Convenor

## ACKNOWLEDGEMENT

# SPONSOR

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

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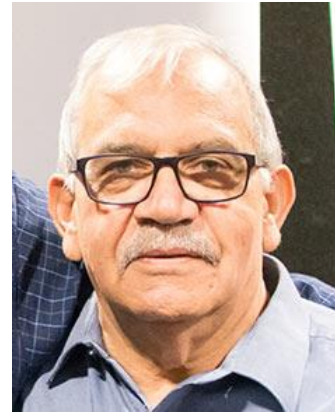
## Keynote Speakers

### MR LIONEL BAMBLETT

*Victorian Aboriginal Education Association Incorporated (VAEI)*

Lionel Bamblett is the General Manager of the Victorian Aboriginal Education Association Incorporated (VAEI) and has been involved in Koorie education for over 30 years. He has provided advice to successive governments in Victoria on measures to improve education and training opportunities for Koorie people in Victoria, and has played a prominent role in promoting Indigenous education and training issues at a local, State and National level.

Lionel has been instrumental in formalising the key policies and strategies in Koorie education including the Partnership in Education: Koorie Education Policy (1990), the Koorie 2000 strategy, the Yalca policy (2001), the Wurreker (2000) strategy and the Wannik strategy (2008).



### ASSOCIATE PROFESSOR MARIANA SOUTO-MANNING

*Teachers College, Columbia University*



Mariana Souto-Manning, Ph.D., is Associate Professor at Teachers College, Columbia University, where she serves as Director of the Doctoral Program in Curriculum and Teaching and Director of the Early Childhood Education and Early Childhood Special Education Programs. She is also Chair of the National Council of Teachers of English (NCTE) Research Foundation. She directs the federally-funded Quality Universally Inclusive Early Responsive Education (QUIERE) Project. Before becoming a university-based teacher educator, she was an early childhood teacher in public (pre)schools in Brazil and in the United States.

She is an early childhood teacher educator committed to racial and cultural justice. From a critical perspective, her research examines in/equities and in/justices in early childhood teaching and teacher education, critically recentring methodologies and pedagogies on the lives and experiences of people of colour and other historically minoritised communities. She considers questions such as “critical for whom?” and “according to whom?” as she investigates issues pertaining to equitable teaching and learning, focusing on language and literacy practices in pluralistic settings. As she considers issues of colonisation, assimilation, and oppression in schooling and society, she critically examines theoretical and methodological issues and dilemmas of doing research with communities of colour.

**ASSOCIATE PROFESSOR MERE A BERRYMAN**

*University of Waikato*

Mere is an Associate Professor at the University of Waikato in the Faculty of Education. Her research in the 90s focused on schools collaborating with Māori students, their families and communities through relational and responsive literacy and behavioural interventions in both Māori and English medium settings. In 2001, this work merged with the inception of Te Kotahitanga, an iterative research and professional development programme. This initiative worked with schools over successive five phases to develop more effective learning relationships and culturally responsive pedagogy to promote Māori students' educational success as Māori. This work incorporated kaupapa Māori and critical theories in association with a socio-cultural view of the mind.



Mere is currently directing Poutama Pounamu, a bicultural team of scholars and professional developers who continue to work extensively with school leaders, classroom practitioners, Māori communities and other educators across New Zealand. On-going evidence of educational disparities for Māori students in schools continues to make education for equity a priority. Mere has also worked in these areas with indigenous and minoritised groups from other parts of the world.

**PROFESSOR TOM ARE TRIPPESTAD**

*Western Norway University of Applied Sciences (HVL), Norway*



Tom Are Trippestad is a PhD in science theory, a Professor of pedagogy at Western Norway University of Applied Sciences (HVL) in Norway, and former director of the Centre of Education Research at Bergen University College. He has done research on education reform and governance, rhetoric of reforms and teacher professionalism. He teaches pedagogy in teaching education in all levels.

## Pre-Conference and Welcome Reception Venue

The pre-conference and Welcome Reception/Book Launch for #ATEA2018 will be held on Tuesday, July 3<sup>rd</sup> at the Institute for Learning Sciences & Teacher Education at Australian Catholic University on Level 6, 215 Spring Street, Melbourne.



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### Pre-Conference: Early Career and Post-Graduate Forum

Tuesday, July 3<sup>rd</sup> 9 a.m. – 3:15 p.m.

This is ATEA's annual opportunity for early career researchers (ECRS) and post-graduate students to meet and network. This year we are pleased to have TEFANZ members joining us as well and it is a great opportunity to build connections between ATEA and TEFANZ members. ECRs and post-graduate students will:

- participate in sessions led by experienced teacher educators and researchers
- meet the ATEA executive, members of TEFANZ and other teacher educators in interactive forums
- hear about writing for publication
- focus on your own research, publication and networking in a supportive community.

During the day we will have some split sessions for Doctoral and ECRs to work together and other sessions when we work collectively as a whole group, with more details to be released soon. In 2018 we will have the return of the 2017 conference's highly successful "You can't ask that!" session where you can get answers to questions about teacher education and early career research that you've been too afraid to ask!

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### Welcome Reception ATEA and TEFANZ Conference 2018

Tuesday, July 3<sup>rd</sup> 5:30 p.m. – 7:00 p.m.

**ATEA & Springer Book Launch:** *Teacher Education In and For Uncertain Times* (eds. Deborah Heck and Angelina Ambrosetti) at 6:15 p.m.

The dress code is smart casual and the Reception includes a complimentary beverage and light canapés. Registrations for the Conference will open upon arrival to the Welcome Reception.

### Conference Venue

#ATEA2018 Conference will be held at La Trobe University City Campus, Level 3, 360 Collins St, Melbourne between 4 – 6 July 2018.



<https://www.latrobe.edu.au/city/location>

### Conference Dinner and Awards Ceremony Venue

The #ATEA2018 Conference Dinner, and ATEA and TEFANZ Awards Ceremonies, will be held at Cargo Hall, 39 South Wharf Promenade, South Wharf, on July 5<sup>th</sup> 2018 between 7 and 10 p.m.

[www.cargohall.com](http://www.cargohall.com)

The dress code is smart casual and the \$70 paid separately on Conference registration includes a two-course meal (main and dessert) and a beverage. Additional beverages can be purchased at cash bar prices.



## Pre-conference and Conference Program

*\*Please note that this program is subject to change.*

<b>Pre-conference: ECR and HDR Forum</b> <b>Tuesday, July 3<sup>rd</sup></b> Location: Level 6, 215 Spring Street, Melbourne		
<b>9:00 – 9:15 am</b>	<b>Registration and Arrival Tea &amp; Coffee</b>	
<b>9:15 – 10:00 am</b>	Welcome  <i>Connecting and Collaborating: ATEA/ TEFANZ</i> You'll have the opportunity to meet colleagues from here and overseas as we discuss ways to build collaborations and connections.	Dr. Sharon McDonough and Dr. Alex Gunn
10:00 – 10:25 am	<i>Connecting and networking online</i> In this session you'll have the opportunity to learn about how academics are using social media platforms to network, build collaborations and disseminate research.	
<b>10:25 – 10:45 am</b>	<b>Morning Tea</b>	<i>Level 6 kitchen</i>
<b>10:45 – 11:30 am</b>	<i>Forming collaborations</i>  In this session one of our past award winners, Renata Cinelli, and her collaborator, Mellita Jones, will share their experience of forming and maintaining a research collaboration.	Dr. Renata Cinelli and Dr. Mellita Jones
11:30 am – 12:45 pm  Split group workshops	<b>HDR group:</b> <i>The use of rhetoric as a practical, constructive and analytical tool in a thesis</i>  In this session Tom Are will discuss with you the use of rhetorical insight in constructing and working analytically with different part of a thesis.	Professor Tom Are Trippestad
	<b>ECR group:</b> <i>From conference to journal.</i>  In this session you will explore ways to turn your conference presentation and paper into a journal article	Associate Professor Mariana Souto-Manning

<b>12:45 – 1:15 pm</b>	<b>Lunch</b>	<i>Level 6 kitchen</i>
1:15 – 2:00 pm	<p><i>Spotlight session: Interns and the Asia-Pacific Journal of Teacher Ed</i></p> <p>In this session you will hear from Leonie Rowan one of the editors of the Asia-Pacific Journal of Teacher Education. Leonie will discuss publishing in the journal and the opportunity that Early Career Researchers have to be editorial interns with the journal.</p>	Associate Professor Leonie Rowan
2:00 – 3:00 pm	<p><i>“You can’t ask that!”</i></p> <p>The return of last year’s hugely popular panel session where you have the opportunity to ask all the questions you’ve wanted to know about academia but have been too scared to ask!</p> <p>Our panel will be made up of ATEA / TEFANZ executive members and a former PhD student.</p>	Members of ATEA/ TEFANZ executive
<b>3:00 – 3:15 pm</b>	<b>Closing</b>	
<b>5:30 – 7:00 pm</b>	<p><b>Welcome Reception ATEA and TEFANZ 2018</b></p> <p><b>ATEA &amp; Springer Book Launch (at 6:15 pm)</b></p>	<i>Level 6 kitchen</i>

## DAY 1: Wednesday, July 4<sup>th</sup> – Morning

8:00 – 9:00 am	Registration and Arrival Tea & Coffee		Level 3 Lounge		
9:00 – 9:30 am	Conference Opening, Welcome to Country and Introduction Professor John Dewar, Vice-Chancellor and President of La Trobe University Professor Joce Nuttall, ATEA President and Conference Convenor Beverley Cooper, Chair of TEFANZ			3.08/3.09	
9:30 – 10:30 am	OPENING ADDRESS: Lionel Bamblett, Victorian Aboriginal Education Association Incorporated (VAEAI) <i>Sponsored by Teachers Mutual Bank</i>			3.08/3.09	
10:30 – 11:00 am	Morning Tea		Level 3 Lounge		
11:00 am – 12.30 pm	CONCURRENT SESSIONS				
Location	3.03	3.04	3.08	3.09	2.11
Focus	Teacher Education and Curriculum	Fostering Professional Agency	Characteristics of PSTs	Mentor Teachers	Fostering STEM Competencies
11:00 – 11:30 am	<a href="#">Beverley Cooper, Bronwen Cowie</a> Developing student teacher assessment data literacy through a programme wide approach	<a href="#">Jane Abbiss, Letitia Fickel</a> Postgraduate initial teacher education for equity: Mediating forces and tensions	<a href="#">Kelly Dore, Harold Reiter, Christopher Zou</a> How situational judgement tests can improve teacher education admissions	<a href="#">Karen Aspden</a> The nature of practicum feedback: An analysis of the triadic assessment meeting	<b>PRACTICE WORKSHOP</b> <a href="#">John Kertes</a> Responding to increased regulation using portfolios
11:30 am – 12:00 pm	<a href="#">Sally Hanson, Alison Sewell</a> The inquiring teacher: Ways to ‘walk the talk’	<a href="#">Leanne Cameron</a> Developing a community of practice of teachers in regional NSW	<a href="#">Deborah Heck, Angelina Ambrosetti</a> Reclaiming Educator Professionalism in and for Uncertain Times	<a href="#">Margaret Plunkett, Linda MacGregor</a> Pre-service teachers’ perceptions of the value of completing an extended practicum in their final year	
12:00 – 12:30 pm	<a href="#">Sue Smith, Gregory Smith, Laura Rook</a> Mindfulness at middle School: Using complexity theory to understand why a good idea went wrong	<a href="#">Vaughan Cruickshank, Abbey MacDonald</a> A paradox of being both highly valued and highly scrutinized: The Australian male primary teacher experience	<a href="#">Frances Edwards</a> Tracing teachers’ assessment literacy development	<a href="#">Noelene Weatherby-Fell</a> Supporting pre-service teachers through uncertain times: The importance of context	<a href="#">Elizabeth Reinsfield</a> A future-focused technology education curriculum in New Zealand: The implications for initial teacher education programs
12:30 – 1:15 pm	Lunch			Level 3 Lounge	

## DAY 1: Wednesday, July 4<sup>th</sup> – Afternoon

1:15 – 2:15 pm	KEYNOTE ADDRESS: <a href="#">Associate Professor Mariana Souto-Manning</a> , Teachers College, Columbia University Considering tensions and undoing inequities in the spatialization of teacher education <i>Sponsored by La Trobe University</i>			3.08/3.09	
2:15 – 2:45 pm	Afternoon Tea		Level 3 Lounge		
2:45 – 4:45 pm	CONCURRENT SESSIONS				
Location	3.03	3.04	3.08	3.09	2.11
Focus	Building Professional Knowledge	Building Professional Knowledge	Pedagogies of Teacher Education	Mentor Teachers / Classroom Readiness	Beginning Teachers <i>Sponsored by Oxford University Press</i>
2:45 – 3:15 pm	<b>PRACTICE WORKSHOP</b> <a href="#">Jo Lunn Brownlee</a> , <a href="#">Leonie Rowan</a> , <a href="#">Mary Ryan</a> , <a href="#">Sue Walker</a> , <a href="#">Terri Bourke</a> , <a href="#">Eva Johnasson</a> Educating preservice teachers to teach diverse learners: a focus on teacher educators’ epistemic reflexivities	<a href="#">Alex Gunn</a> , <a href="#">Mary F. Hill</a> , <a href="#">David Berg</a> , <a href="#">Mavis Haigh</a> What might tools from teacher education classrooms tell us about teacher education for (un)certain times?	<a href="#">Richard Edwards</a> Assessing group work in initial teacher education: is it worth the effort?	<a href="#">Ruth Radford</a> , <a href="#">Kerry Howells</a> , <a href="#">John Williamson</a> Listening to Mentor Teachers’ Voices in Uncertain Times	<a href="#">Frances Edwards</a> Learning how to assess in uncertain times: influences on teacher decision-making
3:15 – 3:45 pm		<a href="#">Lyn McDonald</a> Self-regulatory practices: Key aspects of learning for student teachers on practicum	<a href="#">Carolyn Obonyo</a> , <a href="#">Letitia Fickel</a> , <a href="#">Niki Davis</a> Thriving through uncertainty: Teacher educators responding to ‘future-focused’ principles	<a href="#">Sarah James</a> , <a href="#">Suzanne Hudson</a> , <a href="#">Alexandra Lasczik</a> Exploring literacy mentoring: A Dewey and Vygotsky lens	<a href="#">Fiona Ell</a> , <a href="#">Lexie Grudnoff</a> , <a href="#">Mavis Haigh</a> , <a href="#">Mary F Hill</a> Partnering with schools beyond professional experience to build equity-centred ITE programme alignment and coherence
3:45 – 4:15 pm		<a href="#">Jane McChesney</a> , <a href="#">Susanna Wilson</a> Pedagogies of practice, professional planning tools, and social scripts	<a href="#">Trish Lewis</a> , <a href="#">Letitia Fickel</a> Establishing the groundwork for uncertain times: Countering deficit theorizing through community-based experiences	<a href="#">Amanda Isaac</a> Classroom ready teachers: Who is responsible? Exploring supervising teacher identity and practice.	<a href="#">Sally Knipe</a> , <a href="#">Rebecca Miles</a> , <a href="#">Stephanie Garoni</a> ‘The professional attachment was really fantastic because it was long enough to actually get a feel for what we were doing’: The value of a professional attachment as part of teacher education programs
4:15 – 4:45 pm		<a href="#">Josephine Ryan</a> , <a href="#">Sarah Nailer</a> Conceptions of ‘good teachers’ in a School-University Partnership	<a href="#">Hongzhi Zhang</a> , <a href="#">Zane Ma Rhea</a> Teaching ‘Asia and Australia’s Engagement with Asia’: pedagogical and curriculum challenges for academics in initial teacher education courses	<a href="#">Chad Morrison</a> , <a href="#">Jillian Fox</a> , <a href="#">Colette Alexander</a> , <a href="#">Rebecca Walker</a> Reporting on the final professional experience: A phenomenographic environmental scan of the policies, processes and resources for assessing graduating pre-service teachers	<a href="#">Fang Li</a> Making the transition from student to teacher in uncertain times: A narrative inquiry.



## DAY 2: Thursday, July 5<sup>th</sup> – Morning

8:30 – 9:00 am	Registration and Arrival Tea & Coffee		Level 3 Lounge	
9:00 – 9:20 am	Housekeeping and Introduction			3.08/3.09
9:20 – 10:30 am	KEYNOTE ADDRESS: <a href="#">Associate Professor Mere Berryman</a> , University of Waikato Education in uncertain times: ‘Forced fit’ or ‘belonging’ <i>Sponsored by Springer</i>			3.08/3.09
10:30 – 11:00 am	Morning Tea		Level 3 Lounge	
11:00 am – 1:00 pm	CONCURRENT SESSIONS			
Location	3.03	3.04	3.08	3.09
Focus	Pedagogies of Teacher Education	Characteristics of PTS <i>Sponsored by Routledge Taylor and Francis Group</i>	Educational Futures / Fostering Self-Efficacy	Intercultural Competence
11:00 – 11:30 am	PRACTICE WORKSHOP <a href="#">Linda Westphalen</a> Student-led conferences: Collaborative co-creation for ‘interesting times’	<a href="#">Deanna Grant-Smith, Laura de Zwaan, Renee Chapman, Jenna Gillett-Swan</a> ‘It’s the worst, but real experience is invaluable’: Pre-service teacher perspectives of the costs and benefits of professional experience	<a href="#">Philip Wing Keung Chan, Hongzhi Zhang</a> Internationalising Australian independent schools: incorporating Confucian heritage culture in pedagogy	<a href="#">Lyn Gilmour, Helen Klieve</a> Exploring teaching preparedness for teaching in culturally and linguistically diverse school environments
11:30 am – 12:00 pm		<a href="#">Trish Lewis, Des Breeze, Letitia Fickel</a> Teaching through uncertainty: preservice teachers’ resilience in challenging times	<a href="#">Donella Cobb, Daniel Couch</a> Teacher education for an uncertain future: Implications of PISA’s global competence	<a href="#">Kim Beasy, Helen Trevethan, Jeana Kriewaldt, Vilma Galstaun, Bronwen Cowie</a> Exploring threshold concepts: Promising affordances to pre-service teacher understandings of diversity and inclusion
12:00 – 12:30 pm	<a href="#">Sue Werry, Rawhia TeHau-Grant, Hoana McMillan</a> Mai i te pō ki te ao mārama: Developing a framework for a culturally competent curriculum	<a href="#">Caroline Mansfield, Sharon McDonough, Lisa Papatraianou</a> Building resilience in times of uncertainty and complexity: Teacher educator perceptions of pre-service teacher resilience	<a href="#">Shyam Barr, Helen Askeel-Williams</a> Changes in teachers’ knowledge and beliefs about self-regulated learning during their engagement with a guided professional learning community	<a href="#">Gemma Scarparolo, Pearl Subban</a> Teacher education: Preparing teachers for diversity through the practice of differentiation
12:30 – 1:00 pm	<a href="#">Anitra Goriss-Hunter, Jenene Burke</a> Mobilising a lens of inclusivity within initial teacher education	<a href="#">Sarah Nailer, Amanda Gutierrez</a> Pre-service teachers’ perceptions of the benefits of an extended professional experience placement	<a href="#">Deborah Heck</a> Becoming a teacher: Student self-efficacy, work readiness for democratic professionals	<a href="#">Lisa Papatraianou, Al Strangeways, Kath McGuigan</a> Different places, difference faces: Understanding diverse students’ resilience when moving between home and school cultures
1:00 – 1:45 pm	Lunch		Level 3 Lounge	

## DAY 2: Thursday, July 5<sup>th</sup> – Afternoon

1:45 – 3:15 pm	CONCURRENT SESSIONS			
Location	3.03	3.04	3.08	3.09
Focus	Pedagogies of Teacher Education	Innovation and ICTs in ITE	Wellbeing in Education Settings	Intercultural Competence
1:45 – 2:15 pm	<b>PRACTICE WORKSHOP</b> <a href="#">Lina Pelliccione, Val Morey, Rebecca Walker, Susan Beltman</a> Large scale online teacher education: Initiative, implementation and issues	<a href="#">Neus (Snowy) Evans</a> What difference can an electronic portfolio make in Masters level teacher education?	<b>PRACTICE WORKSHOP</b> <a href="#">Lisa Papatraianou, Al Strangeways, Caroline Mansfield, Denise Beutel, Sharon McDonough</a> Navigating changing times: Exploring teacher educator embodied experiences of resilience	<a href="#">Renata Cinelli, Mellita Jones</a> Cultural competence and professional learning. Who’s getting what out of an international teaching placement in the Solomon Islands?
2:15 – 2:45 pm		<a href="#">Megan Adams, Avis Ridgway</a> Imagination, STEM and collaborative practice in the early years		<a href="#">Jennifer Rennie, Simone White, Peter Anderson, Anna Darling</a> Preparing teachers to work with and for remote indigenous communities: Unsettling institutional practices
2:45 – 3:15	Afternoon Tea		Level 3 Lounge	
3:15 – 4:45 pm	CONCURRENT SESSIONS			
Location	3.03		3.08	
3:15 – 4:45 pm	<b>SYMPOSIUM</b> <a href="#">Alison Lugg, Debra Edwards, Melanie Nash</a> The benefits of “not knowing”: Uncertainty as generative space in pre-service teacher development in professional experience		<b>SYMPOSIUM</b> <a href="#">Joce Nuttall, Simone White, Barry Down, Sue Shore, Annette Woods, Martin Mills, Katherine Bussey</a> Strengthening a research-rich teaching profession for Australia – Final report	
5:00 – 6:00 pm	ATEA AGM A-PJTE 2018 Best Paper and Best Reviewer Awards		TEFANZ AGM	
7:00 – 10:00 pm	Conference Dinner and ATEA & TEFANZ Awards Presentation		Cargo Hall, Docklands	

## Day 3: Friday, July 6<sup>th</sup> – Morning

8:30 – 9:00 am	Registration and Arrival Tea & Coffee		Level 3 Lounge		
9:00 – 9:10 am	Housekeeping and Introduction			3.08/3.09	
9:10 – 10:00 am	KEYNOTE ADDRESS: <a href="#">Professor Tom Are Trippestad</a> , Western Norway University of Applied Sciences Drift and mastery – and the rhetoric of reform in teacher education <i>Sponsored by ACU Institute for Learning Sciences &amp; Teacher Education (ILSTE)</i>			3.08/3.09	
10:00 – 10:30 am	Morning Tea		Level 3 Lounge		
10:30 am – 12:30 pm	CONCURRENT SESSIONS				
Location	3.03	3.04	3.08	3.09	2.11
Focus	Wellbeing in Education Settings	Teacher Educators as Researchers	School–University Partnerships <i>Sponsored by Altus Assessments</i>	Pedagogies of Teacher Education	Online Learning / Classroom Readiness
10:30 – 11:00 am	<a href="#">Jenna Gillet-Swan, Deanna Grant-Smith</a> Professional Experience (PEx) - supervisor and administrator perceptions of the student experience of PEx	<a href="#">Abbey McDonald, Malcom Bywaters, Katie Wightman</a> Cultivating quality professional learning partnerships between schools, universities and other stakeholders: Take-aways from two Tasmanian case studies	<a href="#">Beverley Cooper, Bronwen Cowie</a> Theorising a collaborative university school practicum partnership	<a href="#">Janet Currie</a> Building a positive philosophy for teaching physical education	<a href="#">Janet Dymment, Cathy Stone, Jillian Downing, Elizabeth Freeman, Naomi Milthorpe, Tracey Muir, Belinda Hopwood</a> Student view: A pilot study into initial teacher education students' experience of online learning
11:00 am – 11:30 pm	<a href="#">Katarina Tuinamuana, Amy Chapman, Natasha Wardman</a> Being and becoming professional: Personal, political and professional domains in graduate teacher identities	<a href="#">Joanne Hayes, Rawhia Te Hau-Grant, Hoana McMillan, Sue Werry, Qilong Zhang, Lois France, Paula Cown, Ruth Barnes, Roberta Skeoch</a> From research to reality: A journey in enacting research findings	<a href="#">Corinne Green, Sharon Tindall-Ford; and Michelle Eady</a> School-university partnerships: A systematic literature review	<a href="#">Sharyn Livy and Johnson Alagappan</a> Building relationships between universities and schools to enhance pre-service teachers' mathematical learning	<a href="#">Brendon Hyndman</a> The Twitter social media platform and pre-service teacher training? A teacher education exploratory study
11:30 –12:00 pm	<a href="#">Shareen Sapsworth, Sandy Farquhar</a> Practicum partnerships in ECE	<a href="#">Catherine Lang, Dorothy Smith; Jacolyn Weller; Lee Koh</a> Cybersecurity in primary schools: experiences of industry engaged research.	<a href="#">Alex Kostogriz, Terri Seddon</a> Integrated partnerships: Exploring structural and cultural change in teaching workforce development	<a href="#">Claudia Rozas</a> From knowing to doing: defending a broad conception of teaching	<a href="#">Angelina Ambrosetti and Kathryn Murray</a> Insight into classroom readiness: Justifying performance judgements
12:00 – 12:30 pm	<a href="#">Robyn Brandenburg, Sylwia Wojtaszek, Bernadette Warburton</a> Identifying and examining the factors that contribute to successful educational outcomes for Disengaged Youth	<a href="#">Brian Mundy</a> Scholarship and the academic teaching scholar	<a href="#">Sarah Nailer</a> The partnership pandemic: School-university partnerships as a 'regime of truth'	<a href="#">John Cripps Clark, S. Ledger, S. Tinfall-Ford, H. Nguyen</a> Does time matter? Quality in Professional Experience	<a href="#">Thi Hồng Nhung Nguyễn</a> Teacher education's direct contributions to society through work-integrated learning

12:30 – 1:15 pm	Lunch	Level 3 Lounge
<b>DAY 3: Friday, July 6<sup>th</sup> – Afternoon</b>		
1:15 – 2:45 pm	<b>CONCURRENT SESSIONS</b>	
Location	3.03	3.08
1:15 – 2:45 pm	<b>SYMPOSIUM</b> <a href="#">Graham Parr, Nikki Aharonian, Helen Woodford, Scott Bulfin</a> <a href="#">Discussant: Prof. Alex Kostogriz</a> Teachers and teacher educators writing in praxis-based professional learning communities: An international conversation	<b>SYMPOSIUM</b> <a href="#">Leanne Crosswell, Jill Willis, Paul Willis, Chad Morrison</a> Transition to Teaching (T2T): the importance of reflexivity in ensuring quality teachers in uncertain times
2:45 – 3:15 pm	<b>Afternoon Tea</b> <b>Conference Conclusion</b> <b>Handover to 2019 Conference Committee</b>	Level 3 Lounge



## Abstracts

### DAY 1: Wednesday, July 4<sup>th</sup> – Morning

#### 3.03

#### TEACHER EDUCATION AND CURRICULUM

**Beverley Cooper, Bronwen Cowie**

*Developing student teacher assessment data literacy through a programme wide approach*

This paper draws on the findings from a three-year study Mathematical Thinking and Reasoning in Initial Teacher Education (MARKITE) on the development of student teacher mathematical thinking and reasoning across all the courses in their initial teacher education programme. The MARKITE study was based on the recognition that the mathematical aspects to many of the tasks teachers perform maybe invisible to teachers. Teachers use mathematical and statistical thinking when teaching all curriculum learning areas, when interpreting and acting on student achievement data, and for administrative tasks including scheduling parent-teacher interviews and field trips.

A number of trends are converging to drive the need for more informed teacher data use. The focus on data literacy is linked to the improvements gained when teachers use student achievement and progress data to drive instructional decisions but also recognises the value of data generated outside the classroom such as data on student absenteeism, health statistics and data from the state, national and international testing regimes. Problematically, research signals that developing assessment/data literacy is challenging with evidence that teachers may not have mastered relevant aspects of mathematics and statistics. In this paper we describe one aspect of the MARKITE study which aimed to enhance student teacher mathematical/statistical thinking by embedding mathematical thinking across courses in a programme.

The study used a design-based intervention as detailed by Penuel and Fishman (2012). Using a mixed methods and multi-perspective approach we worked with lecturers in a one year graduate initial teacher education (ITE) programme to find out what mathematical thinking was embedded in their courses and to encourage them to make this more explicit. We report on survey and interview data from pre-service teachers from a one-year postgraduate primary initial teacher education programme along with data from their lecturers and the leaders of some of the schools where they undertake practicum to explore their views of the role and requirements of data literacy. Data were generated via interviews, surveys and document analysis.

We make a case for a whole programme approach to developing student teacher data and assessment literacy related to the production, analysis, interpretation, presentation and action on quantitative measures. The findings suggest that there is value in making lecturers and student teachers more aware of the mathematical and statistical thinking in courses other than mathematical education. In the study the interview process served to value and make visible this aspect of courses and course activities and its role in teachers' work in much the same way assessment accords value and visibility to certain aspects of student learning. At the same time, findings raised questions about how schools of education can develop a coherent response to the growing imperative for teachers (student teachers, mentor teachers and initial teacher educators) to be assessment data literate.

**Sally Hanson, Alison Sewell**

*The Inquiring Teacher: Ways to 'Walk the Talk'*

It is well recognised that to be effective, 'teaching as inquiry' should be cultivated and nurtured as a disposition, as a way of being as a teacher, and not just be viewed as something that a teacher does. The challenge for Initial Teacher Education [ITE] is to design and deliver courses that provide the affordances and opportunities that truly assist in developing lifelong inquiring teachers who can continually construct, reconstruct and adapt their professional knowledge in response to learners' needs. This paper reports on a relatively recent Masters level Initial Teacher Education programme in New Zealand designed with a focus on inquiry-based practice. The programme encourages graduates to develop a 'lived' disposition for inquiry rather than just demonstrating their capability to undertake an inquiry process. In doing so, this paper makes the case that although learning about, and designing and conducting cycles of inquiry are critical to understanding the concept of teaching as inquiry, the

most powerful learning occurs through student teachers' reflections, evaluations, syntheses and collaborations as they engage in an authentic and extended inquiry process. Two particular strategies are highlighted in this paper: i) design of a research poster and ii) presentations to a professional audience. Both approaches are briefly outlined, and samples of student teachers' work are then analysed to illustrate how inquiry dispositions are both identified, and nurtured. Both presentations, by their nature, compel individual student teachers to examine their own inquiries, open them up to peer critique and to make links to their peers' inquiries. In so doing, the student teachers need to talk to, and 'own' their teaching decisions. The professional conversations that occur during this process are both rich and revealing and serve to develop an inquiry stance to teaching. One of the most significant and notable aspects is the increased level of individual and collective confidence that accompanies their shared presentations. By intentionally making explicit the construct of stance, we believe there is a greater likelihood that teachers will see and 'live' their daily practice as accomplished inquirers.

**Sue Smith, Gregory Smith, Laura Rook**

*Mindfulness at middle School: using complexity theory to understand why a good idea went wrong*

This paper offers a retrospective analysis of a mindfulness program that was implemented in a Northern Territory middle school. The program was implemented in response to a request from teachers in the school seeking to enhance student wellbeing in Pastoral Care Groups. The program included teacher professional development. A complexity thinking analysis of the internal and external interacting systems was undertaken, to understand why the implementation of the program failed. It was found that the mindfulness program was not embraced at the organisational level because there was resistance at all levels of the school; staff, students, and the regulating environment. This meant that the school's support and commitment to student wellbeing fell apart. In conclusion, the authors proposed that it is pertinent to give attention to the multiple interacting agents within the school. The use of complex adaptive system theory provides an analytical perspective for the identification of negative and positive influences within the school system to ensure successful program implementation and support. However, such a systems perspective presents opportunities for broader applications in analysis of multiple interaction across school settings, as well as, in this case an evaluation as to why a seemingly good idea might not be met with the anticipated success.

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### 3.04

#### FOSTERING PROFESSIONAL AGENCY

**Jane Abbiss, Letitia Fickel**

*Postgraduate initial teacher education for equity: Mediating forces and tensions*

In initial teacher education (ITE) there is an imperative for constant improvement. Teacher education providers and teacher educators are charged with meeting shifting demands for teacher supply, improved teacher quality, and addressing social inequities and persistent achievement gaps through the preparation of culturally responsive and adaptive teachers. At the same time, teacher educators are navigating shifting and uncertain policy landscapes that may limit or encourage particular types of ITE programme development. Recent ITE initiatives in New Zealand include the introduction of professional Masters for initial teacher preparation, developed in response to a Ministry of Education (2013) request for applications to design and implement innovative and exemplary postgraduate ITE programmes. Expectations of these programmes include a range of requirements. The most salient of these requirements is that specific attention be given to features relating to the development of graduating teachers' cultural responsiveness and agency to achieve equitable outcomes for students who are at most risk of under achievement. These programmes are sustained within a particular but shifting policy environment as ITE is under scrutiny from government and regulatory agencies as part of a 'future focused' agenda (Education Council, 2016).

Focusing on a recently introduced professional Masters programme in ITE as a specific context, we engage with cultural historical activity theory (CHAT) to reveal and make sense of the mediating forces and tensions in the process of university-based ITE programme development in New Zealand. CHAT provides a lens for viewing ongoing programme development processes and decision-making within an ITE activity system. Within CHAT, attention is focused on the processes of change as actors in a system encounter problematic situations and contradictions (Engestrom, 2009; Thompson, 2014). We examine these forces from within; that is, by engaging with mediating forces and tensions from positions as teacher educators within an ITE programme. We make sense

of these mediating processes through academic engagement and phronesis, defined as practical wisdom derived from personal experience and deep understanding of context (Florian & Graham, 2014; Thomas, 2010).

Within our CHAT analysis of this ITE context, we focus in particular on the 'object of activity' that is the development of a programme for the preparation of culturally responsive pre-service teachers in the context of mainstream education. Our initial analysis reveals a number of contradictions or tensions, including a contradiction in the notion of postgraduate level ITE for educational equity. We argue that there is a deep seated and unresolved historical tension relating to the broader goal of achieving greater equity in education and drivers for improved 'quality' in teacher education that underpin the move towards postgraduate ITE. The analysis is local, but the issues revealed relate to tensions within the wider system and broader dialogue on ITE.

### **Leanne Cameron**

#### *Developing a community of practice of teachers in regional NSW*

This will outline how university staff began exploring ways to offer additional benefits for teachers participating in our Professional Experience programs. New curriculum design and implementation, increased external testing and additional administrative tasks due to new requirements for accountability have led to a situation where senior NSW teachers are currently time poor. Requests to supervise a pre-service teacher may be one additional responsibility that can be easily foregone. This has presented a shortage of highly qualified, experienced mentors for our university Professional Experience program. To address this issue, the team began exploring ways to provide teachers incentive to participate in the Professional Experience program.

With new mandatory professional development requirements, the first option employed was for university academics at the university to offer accredited professional learning opportunities. While this was successful, the academics' workload meant this could necessarily only be an "Occasional Series".

The next avenue explored was to invite guest speakers up to the region. However, with limited funds and being 6-1/2 hours from Sydney, experts were not continually on tap, and this also could only ever be an 'occasional' occurrence. What was needed was a sustainable model that required only a small amount of administrative input and was also low cost for both the university and the teachers involved.

It was noticed at the 'occasional' events that the teachers benefited from mixing with teachers from all educational systems – it is rare that these teachers would all meet in a professional capacity and the 'incidental' information sharing was mentioned in teacher evaluations as one of the most valuable aspects of these sessions. For this reason, the university staff decided to formalise bringing these teachers together on a regular basis to establish a 'community of practice'.

'Communities of practice are 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, 2015)

We hope that as time progresses, teachers will see these sessions save them time, rather being seen as an additional task and there are real benefits to participating in the Professional Experience program. These sessions have also utilised social media networks to increase its reach and to connect those who can't physically attend sessions held on campus.

While these varied activities are currently working well for this regional university, it is hoped that during this interactive presentation that other universities will share their success stories and a richer Professional Experience Program will result.

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**Vaughan Cruickshank, Abbey MacDonald**

*A paradox of being both highly valued and highly scrutinized: The Australian male primary teacher experience*

Male primary teachers' identity construction incorporates difficult decisions about resisting or conforming to gender stereotyping in relation to appropriate masculine behaviours. These men are expected to teach and nurture young children, while also displaying what has been described as a "reassuringly conventional masculinity". A substantive body of international research indicates that men who choose to teach in the younger grades often find themselves feeling positioned as abnormal or deviant, and consequently at risk of being seen as potentially dangerous to children. Parallel to this, calls for more men in primary schools continue to emerge across both scholarly literature and main-stream media. We attest these conflicting narratives, where males are being positioned as both highly valuable and highly suspicious, contribute to the low and declining numbers of male primary teachers.

Within this paper, the researchers unravel the implications of, and for, male primary teachers as they negotiate the challenge of embodying a reassuringly conventional masculinity. Adopting Relational Art Inquiry Tools (RAIT), the researchers articulate the 'tightrope walk' male primary teachers must engage in to display this reassuringly conventional masculinity, and the unsustainable and problematic reality of working in this liminal space. The a/r/tographic inquiry unfolds from an experienced Arts-based researcher perspective and an expert in the gender related challenges experienced by male primary teachers.

This paper adopts modes of inquiry that visually articulate complexity, conflict and paradoxical unseens inherent to the male primary teacher experience. In doing so, we illustrate how RAIT tools can be used within a/r/tographic inquiry to expose and render the challenge male primary teachers face in navigating this paradox. In doing so, the outcomes of this collaboration capture the paradox of simultaneously being both highly sought after and highly scrutinized because of gender.

This paper shares findings from the HREC Research Project - H0012257: Challenges faced by male primary teacher.

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**3.08**

**CHARACTERISTICS OF PSTs**

**Kelly Dore, Harold Reiter, Christopher Zou**

*How situational judgement tests can improve teacher education admissions*

A number of tools are available in the assessment process to evaluate candidates for selection into teacher education. Cognitive assessments such as academic averages and standardized tests predict success in teacher education programs (Casey & Childs, 2011), but they do not strongly predict candidate performance once they enter the profession (Ackley et al., 2007; Smith & Pratt, 1996). Furthermore, cognitive tests and academic metrics tend to favour applicants from privileged backgrounds, which restricts the diversity of the incoming student population (Guinier, 2003). Non-cognitive assessments, such as letters of recommendation, written statements, and personal interviews, show smaller subgroup differences but are often criticized for their low reliability as their evaluations are highly subjective, and thus provide little utility in predicting meaningful future outcomes (Blouin, 2010). One assessment tool that has shown promise in generating a reliable and valid assessment of personal/professional (i.e., non-cognitive) competencies is the Situational Judgement Test (SJT), which has been used extensively for employment selection and medical school admissions (Lievens, 2008). Additionally, SJTs have also been shown to improve the diversity of the incoming student population (Lievens et al., 2017). For this talk, we will introduce CASPer – an online, constructed-response SJT that has been used across Canada and the United States for a number of healthcare programs such as medicine, nursing, and pharmacy. In 2017, an Australian version of CASPer was created to be implemented across several teacher education programs in Victoria state to assist their admissions process. With ethics approval from McMaster University, we examined the student performance on CASPer from a recent test session with 622 test-takers for entry into Australian teacher's education programs. We found that CASPer demonstrated good reliability ( $\alpha = .83$ , inter-rater reliability = .97), favourable distribution of scores (mean = 4.65 on a 9-point scale, SD = 1.00), and candidates generally reacted positively to the inclusion of CASPer in the admissions process. These results provide initial evidence that SJTs may be a potentially effective tool in providing teacher education programs with a reliable and valid assessment of non-cognitive competencies. Future studies will explore whether scores from CASPer will predict meaningful outcomes in teacher education and also on the job as teachers.



**Deborah Heck, Angelina Ambrosetti**

*Reclaiming Educator Professionalism in and for Uncertain Times*

Uncertainty in education and teacher education is a certainty in the current international policy context. One of the challenges within this constant process of change and focus on providing evidence of effectiveness is retaining our attention on the purpose of education. Gert Biesta challenges us to reclaim teacher professionalism and engage in discussion about education and its purposes in the context of schooling. Our challenge in this book is to explore and reflect on implications within teacher education and the ways research and scholarship contribute to this discussion. Through reflection on Biesta's (Eur J Educ 50: 1, p. 75–87, 2015) three functions of education qualification, socialisation and subjectification, we aim to engage teacher educators, mentor teachers, school administrators, in-service teachers and pre-service teachers in discussions about the purposes of education. The volume contributes towards discussions about what good education is, and our reflections explore how scholarship provides a space where educators can reclaim their professionalism. Educators across all sectors need to engage in discussion to provide solid justifications for their actions in taking forward education and education research in their context with the aim of making a positive contribution to society. The chapter explores the positive contributions teacher education is making to this debate and identifies ways we can reclaim democratic professionalisms with implications for policy, practice and research.

**Frances Edwards**

*Tracing teachers' assessment literacy development*

Teachers require specialised assessment knowledge and skills in order to meet the complex demands of using assessment as a means to affirm or extend learning. They need to be able to apply assessment knowledge in a wide range of classroom settings with diverse students as part of their teaching practice. Although much current scholarship points to the effectiveness of teacher education programmes in developing teacher confidence and assessment literacy, research indicates that they enter teaching with only an emergent understanding of the complexities and technical skills involved in assessing students' learning. Many beginning teachers report being inadequately prepared and challenged by aspects of assessment such as assessment task design, challenges of providing equity for all learners, authentic assessment, marking fairly, and the communication of assessment results. As now generally agreed, assessment is a cultural activity incorporating dynamic social practices occurring within specific contexts so it is important to use the lens of the context in any teacher development work.

This paper describes a longitudinal qualitative study which tracked eight secondary science teachers' assessment literacy development through their one-year teacher education programme into their first year of working as teachers. Data was gathered over time through a series of interviews, surveys, and the collection of artefacts the teachers felt represented their assessment practice. A 10-dimensional rubric was developed based on the current assessment literature and taking account of New Zealand's unique assessment policy context. The rubric's dimensions include five knowledge aspects, as well as aspects of the practice and the effects of assessment. The rubric was employed to document changes in teacher assessment understanding over time, by scoring the evidence gathered against the rubric descriptors on a scale from novice to expert. This led to the construction of graphical displays of individual teachers' progress thus illustrating their assessment learning trajectories.

The study's findings provide evidence of the value of the rubric in tracking teacher assessment development over time. Rubric scores indicated that teachers were learning about assessment at different rates. Idiosyncratic patterns were evident in teacher development, but there was evidence of growth for all teachers in all dimensions over time (examples of teachers' trajectories will be provided). The rubric was a useful way to document shifts, while the graphical representations allowed for comparisons across time.

This paper makes the case for designing a customised rubric to track preservice and inservice teacher assessment development. The rubric is a useful resource for teacher educators to guide the development and refinement of courses and experiences for student teachers in their particular contexts. The tool also has value for making key elements explicit to both initial teacher educators and the preservice teachers themselves.

## 3.09

## MENTOR TEACHERS

**Karen Aspden***The nature of practicum feedback: An analysis of the triadic assessment meeting*

Practicum is typically reported by student teachers to be the most influential component of their initial teacher education programme. Likewise, practicum visiting and the assessment of practicum form a significant component of the teacher educator role. The assessment of practicum is a high stakes event, with significant implications for the student's further study, professional learning and development, and entry to teaching. Feedback is deemed to be a core feature of practicum assessment, in relation to both summative and formative assessment purposes. Within the practicum assessment process teacher educators are tasked with the responsibility for providing feedback to student teachers that offers insight into current practice, affirms strengths and development, relates to the achievement (or not) of assessment criteria, and offers guidance as to future development. This presentation will share the findings from my completed doctoral study, focused on the assessment of practicum in early childhood initial teacher education. Conducted during 2011-2014 with four New Zealand initial teacher education institutions, the study explored the way in which practicum assessment is enacted and experienced by early childhood student teachers, associate teachers and teacher educators, within institutional contexts. Using Heron's Six Category Intervention Analysis as a framework, this session will report an analysis of transcripts from four case studies, highlighting the nature of the assessment feedback given in the triadic assessment meeting between the student teacher, teacher educator and associate teacher. Heron's framework divides feedback into two broad categories - Authoritative and Facilitative - which are further explicated in six specific 'intervention' types (prescriptive, informative, confronting, cathartic, catalytic and supportive) that may be apparent in feedback sessions such as the triadic assessment meeting. Key findings reveal a complex and individualized approach to assessment feedback in the triadic meeting, with an emphasis on informative and supportive responses, as well as confronting statements. These findings offer insight to teacher educators in reflecting on the nature of feedback and the role that it serves in practicum assessment.

**Margaret Plunkett, Linda MacGregor***Pre-service teachers' perceptions of the value of completing an extended practicum in their final year*

This paper outlines the findings from a project that investigated how final year undergraduate primary education pre-service teachers (PSTs) perceived their involvement in an extended practicum experience. Teacher education courses in Australia all have different formats for their professional experience component, ranging from one week observations to 8 week placements. However, the extended practicum model utilised in this study involved PSTs starting in a classroom on day 1 of the school year (late Jan/early Feb) and remaining there over the full school year. The schedule involved a combination of university classes, with a mixture of short placements, block placements and a large component of 'voluntary' days enabling PSTs to maintain their relationship with the class over the year and immerse themselves in the school community.

Teacher quality has been determined as an important variable when predicting student outcomes (Hattie, 2011), so it is important that PSTs have the opportunity for an extended placement experience to develop their knowledge and practice with a specific focus on student learning. The collaborative partnerships generally involved in extended placements have been recognised as effective in creating high quality graduate teachers (Sudeck, Doolittle, & Rattigan, 2008; Watson, Miller, Johnston, & Rutledge, 2006). Research suggests that PSTs who undertake an extended practicum in a school community for an entire year develop confidence, professionalism and are more prepared to commence teaching their own class the following year (Fetherston, 2009; Hall, 2012; Sclanders, Saggars & Stuart, 2014).

Focus group interviews were conducted with 50 fourth year PSTs in late October 2017, to gain insight into what they perceived as the benefits and challenges associated with involvement in the extended practicum. Using a thematic process for analysing the transcribed data, emergent themes included: a greater understanding of the teaching role, of how schools work and a greater sense of readiness to enter the profession: a key priority for teacher education (Teacher Education Ministerial Advisory Group, 2014). The findings from this project suggest that PSTs who engage in an extended practicum experience in their final year feel well prepared to enter their own classrooms and indeed the profession of teaching. Participants particularly demonstrated a high level of capability in articulating their understandings of their impact on student learning, through the presentation of scenarios they had encountered during their year with their class.

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## Noelene Weatherby-Fell

### *Supporting pre-service teachers through uncertain times: The importance of context*

Entering the teaching profession can be a daunting experience. Just as Australian universities continue to express concern about attrition, teacher education providers are seeking to address the challenges experienced by pre-service teachers, particularly during their professional experience placements. Two groups who experience particular challenges in professional experience are those who are entering the Early Years / Childhood sector, and those who are placed and will accept teaching positions in rural and remote areas. Each of these groups experiences a degree of 'fringe dwelling', where they need to work to establish a presence in the community, crossing a further boundary compared to other pre-service teachers. This may arise either because they belong to a sector which is itself subordinated, or because they come from outside the community. Comparing these two groups' experiences illuminates questions of belonging, acceptance, and resilience that have implications not just for pre-service teachers, but also for any teacher moving into a new space. It also raises the importance of context in these processes.

This study focuses on these students as they engage with the BRiTE (Building Resilience in Teacher Education) modules during their studies. It applies a social-ecological approach that has been adopted to guide efforts in teacher education to support resilience. A myriad of factors may impact on these pre-service teachers, including academic and social - emotional ones, as well as particular experiences they encounter in schools or early childhood settings. The BRiTE modules provide an opportunity for pre-service teachers to be exposed to, practice and share their thoughts and experiences about their resilience. The study explores their capacity to exercise strategies for resilience in the course of their studies and during their placements.

In alignment with ethical protocols and processes, two groups of pre-service teachers were surveyed about a professional experience placement that followed completion of the BRiTE modules. From these groups, a number of interviews were then undertaken, seeking to explore their individual stories. The PSTs responded to questions about the challenges they encountered on PEX, and the strategies they employed for resilience in the face of these challenges. Their responses were analysed to identify a number of commonalities and differences between the two groups. The study has implications for support of pre-service teachers preparatory to, and on entering the profession, particularly highlighting the importance of attending to contextual factors particular to various groups.

## 2.11

### FOSTERING STEM COMPETENCIES

#### PRACTICE WORKSHOP

**John Kertesz**

*Responding to increased regulation using portfolios*

This workshop will showcase how within a regional university the first fully accredited initial teacher education (ITE) program under the stricter Australian Institute of Teaching and School Leadership (AITSL) guidelines is implementing a comprehensive PebblePad portfolio approach to support student professional growth and ownership of learning, incrementally build evidence to concurrently serve individual and program needs, address the requirement for a valid summative teacher performance assessment, and build a comprehensive archive of verified graduate competency.

Workshop attendees will have the opportunity to identify how students are starting to use a Graduate Achievement Evidence Workbook (GAEW), based on AITSL accreditation template three, to upload/link specified assessment tasks for each focus area, to review their grades and feedback, and reflect on areas for further professional learning. The session will show how the GAEW aims to encourage students' contextualisation of assessment and ownership of learning, whilst concurrently and progressively accumulating evidence against program accreditation requirements.

Workshop attendees also will be introduced to the Classroom Teaching Performance Assessment (CTPA), a summative evaluation of classroom readiness. The CTPA consists of 21 performance criteria, grouped into the domains of educational data, planning, teaching, assessment, and professional reflection, based upon which students collect multimedia evidence of practice, and against which both colleague teachers and program academics summatively assess graduate classroom readiness. The portfolio approach will demonstrate how, by extending beyond the final professional experience (PE) placement and permitting evidence of student collaborative review, reflection, and revision, the CTPA acknowledges the variability of classroom success when attempting new pedagogical approaches, and that professional remediation is also a critical pedagogical capability.

Participants in the workshop will appreciate how the summative CTPA forced reconsideration of this program's PE structure in into introductory (PE1), consolidation (PE2), and threshold (PE3) stages with CTPA aligned criteria, and how these educative and formative frameworks for practice evidence allow for consideration of competencies that unavoidably may be unachievable on the final PE. Because PE1-3 assessments also form foundational or final critical tasks in the accreditation-oriented GAEW, the workshop will raise the potential for ITE programs to progress to a programmatic assessment framework where students are encouraged and empowered to gradually reorient their focus from teacher procedural inputs to recognising and capturing positive classroom learning impact resulting from their teaching.

Attendees will leave the workshop understanding the power and potential of the GAEW-CTPA portfolio approach and how it establishes a reservoir of rich standards-focused multimedia evidence of student pedagogical ability within a scaffolded and incremental journey of linked theory and practice. They will appreciate its potential to reveal to pre-service teachers within a reinforced APST environment the relevance of each key task, the place and purpose of each course and assessment, and the theory to practice linkages manifested in their own actions. Attendees will recognise how such a structured portfolio approach has the potential to promote better standards through a whole program perspective of student progression, incrementally build the required broad evidence base of program and graduate quality, and reduce the administration burden for eventual reaccreditation.

**Elizabeth Reinsfield**

*A future-focused technology education curriculum in New Zealand: The implications for initial teacher education programs*

The recently revised New Zealand Curriculum in technology education (MoE, 2017) presents opportunities for teachers to offer a future-focused curriculum for all learners. Teacher perceptions about the nature of their subject and the discourse within their school however, influence how the curriculum is interpreted, for



enactment. This presentation reports upon findings from research that explored the disparity between the intent of the technology curriculum and the practice of six teachers in two school settings.

The conceptual framework includes interpretivist and socio-cultural perspectives, as well as activity theory. The research was qualitative in nature and designed to explore how understanding can be deduced from a participant's actions, which are shaped and manifested in culturally meaningful ways. Data collection relied upon several primary sources including the New Zealand curriculum and its support materials, two or three semi-structured interviews, non-participatory lesson observations, department meetings, teacher reflections, and teacher-generated resources. The trustworthiness of the research project was assured by adhering to the notions of dependability, credibility, and transferability (Lincoln & Guba, 1985).

The research findings indicate the teachers' interpretation and enactment of the curriculum are heavily influenced by others' understanding of the nature of their subject, the discourse and organisational structures in their school. The implications for Initial Teacher Education Programmes will be discussed, in relation to the learning that Undergraduate and Graduate students are exposed to. Recommendations are made regarding the required changes in thinking and practice necessary, to prepare secondary teachers of technology in New Zealand for the disparity between what practitioners believe students need and what academic researchers assert is important in contemporary education.

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## DAY 1: Wednesday, July 5<sup>th</sup> – Afternoon

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3.08/3.09

### KEYNOTE ADDRESS

**Associate Professor Mariana Souto-Manning, Teachers College, Columbia University**

*Considering tensions and undoing inequities in the spatialization of teacher education*

Rejecting the re-production of racial inequities as an unavoidable outcome of teacher education, this keynote presents a study whereby a university-based teacher educator of color and an early childhood teacher of color worked together to unveil the complex sociospatial dialectic of teacher education across settings. We considered the following questions: (1) How are teacher education programs positioning intersectionally minoritized students of color, their families, and communities?; (2) What are the spaces in which power has been—and continues to be—inscribed and reinforced by Whiteness as the norm in teacher education programs and practices?; and (3) How can teacher educators across settings interrupt inequities in teacher education by disrupting the location(s) of teacher education? Drawing on our three-year collaborative participatory research project, I engage with critical race spatial analysis to read the landscape of teacher education, naming its sociospatial injustices. Then, I reveal how these mapped realities were interrupted through the situated *re-mediation* of teacher education. Seeking to transform the inequitable status quo of teacher education, this keynote shows how the development of horizontal collaborations marked by intellectual interdependence and shared expertise across physical, relational, and pedagogical spaces has the potential to transform teacher education through the *re-mediation* of its traditional *first space* and the design of a *third space*.

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3.03

### BUILDING PROFESSIONAL KNOWLEDGE

#### PRACTICE WORKSHOP

**Jo Lunn Brownlee, Leonie Rowan, Mary Ryan, Sue Walker, Terri Bourke, Eva Johnsson**

*Educating preservice teachers to teach diverse learners: a focus on teacher educators' epistemic reflexivities*

Overview: With a commitment to supporting teacher educators in a highly scrutinized political environment—and with an associated commitment to the pursuit of educational and social justice this workshop offers participants

the opportunity to contribute to the development of new knowledge concerning how teacher educators think about, conceptualise, theorise and respond to the complex category of “diverse learners”.

The Research Focus: There is growing concern about the extent to which teachers are prepared to work with the increasingly diverse student (and community) population. Research shows that graduates feel least prepared to work with students from culturally, linguistically and economically diverse backgrounds, students with a disability and students from Aboriginal and Torres Strait Islander families (Rowan, et al., 2015).

The ARC Discovery project (DP 180100160) on which this workshop is based, investigates this longstanding problem in a new way. Rather than revisiting teachers’ sense of preparedness to teach diverse learners, the project investigates teacher educators’ understandings of diversity and what it means to be teaching to/for/about diversity and how they make decisions relating to these questions their day to day work.

The conceptual framework: The research draws upon a growing body of work relating to the phenomena of epistemic cognition, epistemic fluency (or flexibility) and epistemic reflexivity. While this work has been applied to the work of teachers, very little work has so far been conducted that focuses on the teaching practices of teacher educators (Lunn, Shraw, Walker & Ryan, 2016) as they seek to respond to the needs of diversity in their classrooms, and diversity in schools.

Research methods: Drawing upon the concepts of epistemic cognition and epistemic fluency—this workshop will draw upon social lab methodology (McKenzie, 2015) in order to involve participants in a 5 phase process across two consecutive workshops. The discussions within the workshop will be included as a unique data set within the ARC project. Participants will therefore be asked to consent to inclusion before the workshop begins.

Workshop 1 (1st hour):

1. Introduction to the concepts of epistemic cognition, epistemic fluency and epistemic reflexivity and summary of findings from pilot study.
2. Mapping the system: participants will reflect on ideas about what is (variously) meant by the concept of ‘student diversity’ and what effective pedagogy for teaching to/about diversity in teacher education requires.
3. Questioning existing approaches: participants reflect on the pedagogies (and underpinning knowledges) identified and challenges underlying values and drivers using a new framework of teaching for diversity.

Workshop 2 (2nd hour):

4. Identifying points of intervention: participants consider the situations or contexts in which it would be appropriate to incorporate reflexivity in approaches to teaching in the preservice units they are involved in.
5. Producing an hypothesis for the future: The framework of teaching to diversity will be refined based on teacher educators’ inputs and discussions."

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### 3.04

#### BUILDING PROFESSIONAL KNOWLEDGE

**Alex Gunn, Mary F. Hill, David Berg, Mavis Haigh**

*What might tools from teacher education classrooms tell us about teacher education for (un)certain times?*

University based teacher education (UBTE) is in theory, perfectly poised to support newly qualifying teachers to respond to and for the uncertain times pointed to in the ATEA/TEFANZ 2018 conference theme. Yet we don't know very much about what goes on inside teacher education classrooms in the university, and even less about what teacher education students and their teacher educators (TEs) think about what's going on in there, and how the work might support systemic development and change. This study examined UBTE in the context of NZ university provision and asked, what might a cultural historical activity theory (CHAT) informed analysis tell us about the nature of teacher education over time? A particular question raised in this paper is: what can teacher education activities tell us about how teacher education is supporting and possibly resisting education system change?

Human activity involves the use of abstract and concrete tools - examination of these can reveal historical continuity and change within life. In our study we examined motivations for TEs work (the objects they were working on) when they used specific tools and artifacts with student teachers in university classrooms. We also asked their student teachers what they considered they were working on when they engaged with specific artifacts and tools. The study gained ethical consent to proceed from the researchers' institutions and informed consent of participants was received. A work-shadowing procedure was one of several data producing activities in the research design. It is from the work-shadowing, which saw 15 TEs accompanied by a researcher to work for a full day, that data in this paper were produced. The researchers made field notes of the TEs activities, observed teaching, and photographed artifacts and tools. Student teachers who participated in teacher education curriculum activities with the TEs were interviewed in situ (within university classrooms) about the tools and artifacts they were being asked to engage with. TEs were also asked about the activities and tools/artifacts they brought for use in class.

Data were analysed using components of the activity system model: namely objects, tools/artifacts, and rules. We sought to identify what were the objects of the teacher education activity we observed? How did TEs and student teachers object motives differ or align? What can we learn about the culture of teacher education by examining tools and artifacts used in the work?

A key finding discussed in the paper relates to the way TEs (un)consciously resist or engage with educational change through their teaching and learning activities, and implications of this for student teacher learning and the system's capacity to respond to uncertainty and change. The materialist approach provides insights into relationships between tool adaptation and change within an activity system. Furthermore, the interdependency of collective and individual activity with the function of tools within human endeavor is discussed.

### **Lyn McDonald**

#### *Self-regulatory practices: Key aspects of learning for student teachers on practicum*

**Research Focus:** The research study set out to investigate the role of visiting lecturers and how they promoted student teacher learning on practicum. The research was framed around one key question: What are the key self-regulatory practices used by visiting lecturers in supporting student teacher learning on practicum?

**Context:** Seven visiting lecturers, 18 student teachers and 18 associate teachers participated in a larger research study from two different programmes at a Faculty of Education.

**Literature:** The practicum (professional experience) can be a complex, challenging and high stakes environment for student teachers (pre-service teachers). One of the reasons it is high stakes is because of the tension around assessment, and the passing or failing of the practicum. Therefore as student teachers make sense of their own capabilities, and develop confidence and identity as teachers (Koerner, Rust & Baumgartner, 2002), it is important for them to develop self-regulatory skills and practices in order to optimize their learning and teaching progress. The aim of this paper is to discuss the effective practices of three visiting lecturers (university teacher educators) supported by associate teachers (mentor teachers) working together, engaging student teachers in critically reflective discussions in support of self-regulatory practices.

**Theoretical framework:** There are three distinct phases of self-regulation described by Zimmerman (2000). In this paper the forethought and planning phase involved student teachers on practicum analysing the necessary learning tasks, and setting goals towards their completion with support from visiting lecturers and associate teachers. The performance monitoring phase comprised student teachers employing strategies to make progress on their learning tasks and goals, self-monitoring the effectiveness of those strategies, and recognising the required motivation for completion of the tasks. Furthermore, in this phase, was the ability by student teachers to implement feedback. In the third phase, the evaluation on performance phase, student teachers evaluated and reflected on the success or otherwise of their performance in relation to the set learning tasks and goals and to their strategy use.

**Methods:** Interpretive, qualitative methodology was used to investigate the role the visiting lecturer played in student teacher learning during practicum. Data collection involved semi-structured interviews, focus group interviews, the taping of initial practicum meetings and triadic/professional discussions, together with written documentation. Thematic analysis was used to analyse the data. Ethical issues arising from the current research study included voluntary participation, informed consent and the protection of confidentiality and anonymity.

**Findings:** The three visiting lecturers were highly effective at promoting student teacher learning through supporting the skills and behaviours of self-regulated learning. The visiting lecturers succeeded in shifting the theoretical ideas underpinning the student teachers' self-regulatory skills into a reality of practice, within the high stakes environment of practicum. The complementary aspect of partnerships were evident within the triadic/professional conversations when both visiting lecturers and associate teachers encouraged and promoted self-regulatory skills with student teachers.

**Implications for Initial Teacher Education:** This paper has implications for ITE and those associated with delivering policy in Faculties of Education and Universities now and in the future. A salient concern, however, is that, while initial teacher educators say they promote self-regulated learning, it is important that at an organisational level, the teaching of self-regulatory skills and practices to student teachers should not be left to chance.

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#### **Jane McChesney, Susanna Wilson**

##### *Pedagogies of practice, professional planning tools, and social scripts*

Learning to teach mathematics for beginning primary and secondary teachers is complicated. This paper draws on two aspects of our longitudinal study of initial teacher education students in both undergraduate and graduate programme that investigates their actions, decisions and shared conversations when planning to teach mathematics. Using the theoretical framework of pedagogies of practice, we have focussed on planning mathematics lessons as the domain of interest for us as mathematics teacher educators. Our previous findings have shown that professional planning tools can help pre-service teachers to organise their resource selection and analysis of potential tasks for students in their classrooms. These tools act as both cues and prompts for decomposing mathematical content, connecting to curriculum, and shaping the sequence of lessons. The use of tools that organise the pre-service teacher's decision making has been largely under-explored, and our study indicates further potential for these to be professional thinking devices in their planning during both course work and practicum situations. In addition we have found that many pre-service teachers enact their own scripts that serve as prompts for next steps and selection processes when analysing potential student tasks for their lessons. In individual situations these scripts appear to be linked to a sense of feeling prepared as a teacher, and feeling connected to recognisable and valued practices of the profession. There is some suggestion that these scripts may also be enacted when pre-service teachers are planning in a collaborative situation. In this presentation we will outline how our findings are shaping our theoretical orientation towards our work as teacher educators in increasingly constrained initial teacher education programmes. While still using the theoretical frameworks of pedagogies of practice, in particular approximation and decomposition of practice (Grossman, 2008), we have some questions about the role of rehearsals as they move through their initial teacher education programmes. We will also discuss the next phase of our longitudinal project which will examine planning processes enacted by pre-service teachers within both sole responsibility and collaborative expectations of shared planning.

#### **Josephine Ryan, Sarah Nailer**

##### *Conceptions of 'good teachers' in a School-University Partnership*

The way in which the idea of 'good teachers' has changed over time was explored in Connell's (2009) seminal work. The dominant model of the early 2000s has become the "competent teacher" captured in the moves to teacher standards still in development at that time (Connell, 2009). The partnership under investigation in this study was intended to develop pre-service teachers who would be 'good teachers' for the schools involved. This paper explores the way in which participants in this School-University Partnership conceive of the 'good teacher' and how they see the partnership as contributing to the development of 'good teachers'. The framework of third space theory has been used in this research, drawing on the work of Bhabha (1994) and Soja (1996). In particular, this paper is exploring the conceived space of participants in terms of their vision of the 'good teacher' (Rowan et al, 2015; Soja, 1996). Ethics were granted from the institutional ethics committee and permission from the school system was also obtained. Drawing on interviews with teacher educators, professional experience staff, school principals and other school leaders involved in a long-running School-University Partnership, the qualities and

preparation needed to develop ‘good teachers’ are explored. The interviews took place over the period 2013-2017 and investigated a range of aspects of the partnership experience. The findings suggest that rather than the generic ‘good teachers’ envisaged in the Australian Professional Standards for teachers, the features of ‘good teachers’ for participants were influenced by the faith-based context of the partnership and by conceptions of what the particular students in these schools serving low-SES and culturally and linguistically diverse populations needed.

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### 3.08

#### PEDAGOGIES OF TEACHER EDUCATION

**Richard Edwards**

*Assessing group work in initial teacher education: is it worth the effort?*

In spite of the generally agreed pedagogical effectiveness of group work, its use in assessment situations is considered problematic. However, recent developments in our understanding of the knowledge and skills needed by learners in the 21st century together with advances in assessment thinking and educational technology suggest more consideration should be given to the assessment of learning in group settings. The research presented here investigated the assessment of performance in a group technology project undertaken by a class of undergraduate primary teacher education students in a New Zealand university. In particular it explores the two related questions of how students respond to the assessment of group work and what can usefully be assessed in a group situation. The conceptual framework underpinning the research drew together key ideas from four fields – assessment, technology education, digital technologies, and collaborative learning – and was informed by the conceptual framework developed by the OECD for use in the recent 2015 PISA assessment of collaborative problem-solving.

The context for the research was a short (six week) open-ended design and technology project that is part of a compulsory curriculum paper in technology education in the first year of an undergraduate Bachelor of Teaching degree. Assessment of the group’s project portfolio contributes to the course grade. 27 students in 6 groups and one lecturer participated in the research. Informed consent was obtained prior to the start of the project and no students in the study class opted out. Final interviews took place after the projects had been assessed and grades returned. The researcher had no involvement in the assessment and no communication with the lecturer assessing the work prior to its return. The research was qualitative in nature within an interpretivist paradigm. It adopted a socio-cultural theoretical framework. Data relating to student perceptions of group assessment was generated from a series of semi-structured pre- and post- project interviews with both project groups and individual students; and with the lecturer teaching the class. Data was also generated from the e-portfolios used by the students to record their design process and outcomes. Analysis of the transcribed interviews and e-portfolio data involved thematic analysis and coding supported by the use of NVIVO software.

Three main findings stand out initially:

1. Few of the problems and issues with the assessment of group work reported in the literature were evident in this case. This appeared to be related to a combination of the way the project was set up, the nature of the students themselves, and strong emphasis on collaboration
2. Students were less interested in what the assessment showed they learnt than in the grade they received.
3. Group success was clearly underpinned by a strong sense of loyalty to the rest of the group and a commitment to getting the best outcome for the other group members.

The findings suggest that the assessment of group work can be undertaken in ways that reflect the usefulness of group work for learning but that the learning focus needs to be emphasised in both the task structure and the way the assessment is carried out. It also indicates that issues reported with using group work in assessment can be addressed.

**Carolyn Obonyo, Letitia Fickel, Niki Davis**

*Thriving through uncertainty: Teacher educators responding to ‘future-focused’ principles*

Introduction: The swift global changes in all areas, political, economic, social, to technological, significantly impact education practices (Gilbert, 2013), including uncertainty in teacher education. Consequently, educational

institutions are addressing how the 21st century education system should prepare learners for the rapidly changing digital world. For example, a European report ‘the future of learning’ describes how learning will look in 2020 – 2030 (Scott, 2015). In New Zealand it is framed as ‘future-oriented learning and teaching’ (Bolstad et al., 2012) signalling that education should prepare learners who can engage with future-focused challenges. Even so, Gilbert (2013) has noted that there are few discussions about ‘future-focused’ learning. In addressing the 2018 ATEA and TEFANZ Conference theme, this paper focuses on how teacher educators are responding to ‘future-focused’ principles (Bolstad et al., 2012) as they prepare student teachers for a complex, and uncertain future.

**Research focus:** There are earnest concerns about the quality of ITE programmes. Globally, some evidence suggests teachers are unqualified or underprepared (West, 2012) to meet the changing expectations and responsibilities of the profession and thrive in uncertain times. It is argued that pedagogies, assessment strategies, and the curricula need to change (Gilbert, 2013) which entails disrupting and retheorising the current practices in ITE (Fickel & Mackey, 2013). This research study echoes the NZ Ministry of Education policy to “... identify the conditions supporting teaching and learning approaches that enable students to develop the skills, competencies, knowledge and understanding required to participate in, and contribute to, our national and global future?” (as cited in Bolstad, 2011, p.80). Our overarching research question is “How are teacher educators responding to the context of future-focused education to prepare student teachers for learning?”

**Methods:** This paper uses a case study approach to investigate innovative practices of two teacher educators. Data is drawn from a larger study that is focused at the ITE programme level. The study received ethical approval, and pseudonyms have been used to ensure anonymity. In focusing on these two educators, we are motivated to explore how they are responding to the call of effectively preparing student teachers for 21st century learning (Bolstad et al., 2012). In analysing the case studies, we examined how their practices reflect some of the key future-focussed education principles posited by Bolstad (2011). While Bolstad’s framed these principles to argue for what schools need to do, we believe they can inform the tertiary context of preparing student teachers in ways that enable their transition into their future classrooms. To respond to a ‘future-focused’ education system, we need to look at how these practices can also support student teachers.

**Emerging findings, and implications:** The emerging findings about innovative and reflective ‘future-focused’ practices suggest the two educators updated their teaching strategies to suit the demands of ‘uncertain times’ as they prepare student teachers for future classrooms, and also for digitized knowledge societies. These practices provide clear examples of facilitating a ‘future-oriented’ learning (Bolstad et al., 2012) and a road map to teacher preparation programmes in New Zealand.

### **Trish Lewis, Letitia Fickel**

#### *Establishing the groundwork for uncertain times: Countering deficit theorizing through community-based experiences*

**The research focus or problem:** Current political, economic and philosophical uncertainties create tensions for preservice teachers, and teacher educators alike (Bamber & Moore, 2017). This paper provides an analysis of how an initial teacher education course, with a community engagement focus, has sought to enable early childhood and primary preservice teachers’ personal and professional growth in the area of resilience (Ellison & Woods, 2016; Mansfield, Beltman, Price & McConney, 2012).

Positions differ on the significance and accuracy of the notion of ‘resilience’ as people construct an extensive range of diverse narratives and understandings that include both political ecologies and social ecological systems (Bronfenbrenner, 1979; Brown, 2016). Neoliberal thought exaggerates the power of structure and outside forces and demonstrates a tendency to repudiate the agency of individuals, families and communities, their aspirations and attributes (Brown, 2016). The authors believe that in times of uncertainty and inequality, community-based experience is a way of enabling preservice teachers to have direct experience with marginalised communities (Russell-Bowie, 2013), thereby creating opportunities to understand rich funds of knowledge within those communities (Esteban-Guitart & Moll, 2014).

**The conceptual framework informing the research:** Theoretically, this study is founded within a sociocultural constructivist framework of knowledge and learning, particularly the construction of what it is to be resilient, takes place within a social context, such as a community organisation, and is shaped by cultural understanding.

**Research methods, including ethics:** A teacher inquiry stance is integral to our work as teacher educators (Cochran-Smith & Donnell, 2006). The concept of resilience became the locus for this study, underpinned by research on



community engagement experiences for preservice teachers. Data for the study was gathered from second year preservice teachers' reflective practice portfolios in 2017 and through participant interaction in class in 2018. Data analysis is embedded in grounded theory (Chamaz, 2011) and draws on interpretations constructed by preservice teachers as they explore their understandings of professional identity through critical reflection.

This project received institutional ethics approval, and the confidentiality of the preservice teacher participants has been maintained through the use of participant codes, and aggregations of data within publications.

Key insights or finding, and implications: Analysis of the data is ongoing and emerging at this stage. Initial insights suggest that a reconsideration of some of the narratives around the concept of resilience is needed (Brown, 2016). The data indicates that resilience alone is not necessarily the most appropriate response in all situations. The consideration of values, beliefs and assumptions, and the development of a set of dispositions for teaching, is also of significance.

### **Hongzhi Zhang, Zane Ma Rhea**

Teaching 'Asia and Australia's Engagement with Asia': Pedagogical and curriculum challenges for academics in initial teacher *education courses*

The cross-curriculum priority of Asia and Australia's Engagement with Asia that is designed to help Australians navigate their regional relationship with Asia into the future has opened up the classrooms to inclusion of Asian texts and Asian perspectives but how many texts, whose texts and whose perspectives? We could find no research that addresses how Australia teacher educators are teaching the cross-curriculum priority of *Asia and Australia's Engagement with Asia* in the initial teacher education program. We designed this research to examine how the Australian government's innovation policy and its new business development policies that are predicated on strengthening its partnerships with Asia are being supported by the new Australian Curriculum and its State and Territory derivatives. Of key focus in our analysis has been how academics in initial teacher education programs at Australian universities engage with the cross-curriculum priority *Asia and Australia's Engagement with Asia*.

We extended our research by drawing on the theoretical work arising from the initial *Asia as Method* study (Zhang, Chan & Kenway, 2015). We designed a small research study of two parts and employed a critical interpretative research methodology to analyze the data. We first undertook a thorough review of literature and policy documents, and the Australian and State/Territory Curriculum websites, finding that curriculum content that is linked to the cross-curriculum priority *Asia and Australia's Engagement with Asia* is unevenly distributed across the different learning areas and general capabilities. We further found that the inclusion of mandated content varies in the new Australian Curriculum and its State and Territory derivatives across key ideas, in the learning areas, and in the explanatory materials.

After careful analysis of these data, we developed the second part of the study by designing and distributing an online survey to academics who are teaching in initial teacher education courses. For this part, we decided to narrow the data collection to focus in the first instance on academics based in Victorian universities in Australia, in order to develop an understanding of teacher educators about what they are teaching, how they are teaching the cross-curriculum priority of *Asia and Australia's Engagement with Asia*, and what prior skills and knowledge they have about Asia to help them to do this work.

Analysis of these data revealed that academics appear to select teaching materials are based on personal preferences, are highly diversified, and that those who had previous exposure to Asian cultures were able to employ specific pedagogical approaches when teaching the cross-curriculum priority *Asia and Australia's Engagement with Asia* to their students. We also found that many teacher educators have never used *Asia and Australia's Engagement with Asia* as a framing theme for curriculum development in their subjects that they taught. Given the richness of these data, and with a number of respondents indicating a willingness to be involved in an interview with us, we have extended this study into a national project.

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## 3.09

## MENTOR TEACHERS / CLASSROOM READINESS

**Ruth Radford, Kerry Howells, John Williamson***Listening to mentor teachers' voices in uncertain times*

One characteristic of the uncertain times in teacher education is the complexity involved in operationalising the various standards and policy documents when little attention is given to how best to use the time in school-based practicum so that it is both educative and purposeful. This is a “wicked problem” to which various theories and literature miss the mark if not informed by those at the coalface. We argue that to navigate this complex terrain we need to include the voice of the mentor teacher. Up to this point, there has been a global silence on the crucial importance of this voice. Yet, in many instances, the mentor teachers develop considerable expertise and professional judgements about how to produce confident, capable, resilient and reflective novice teachers. This voice needs to be recognised and listened to in, not only informing policy and articulating standards but in bridging the gap between policy and practice. Our research investigated how mentor teachers, working within a program where pre-service teachers had significant amounts of practicum time, and in a context of high Education Needs Index schools, understood teaching preservice teachers to teach. Through qualitative inquiry using the method of a case study, this chapter investigates the views of 30 mentor teachers across 12 schools (both primary and secondary). The broad themes from our data analysis are relationships, reciprocity, responsibility and reflection. We argue that these aspects add a rich and crucial dimension to standard statements and pedagogy around school-based mentoring.

**Sarah James, Suzanne Hudson, Alexandra Lasczik***Exploring literacy mentoring: A Dewey and Vygotsky lens*

**Abstract** Recent appraisals of teacher education have emphasised the critical role of the mentor (supervising) teacher during professional experience. Similarly, the importance of literacy and effective teaching of literacy remains at the forefront of teaching and teacher education. While university programs teach theoretical concepts, the role of the mentor teacher throughout professional experience assists preservice teachers to enact theories and knowledge learned at university. The challenge for mentor teachers is encouraging transactional opportunities in a manner that affords the preservice teacher experiences to intelligently plan and direct their actions into more skilful and focused literacy teaching practices (Tashakkori & Teddlie, 2010).

This paper explores the philosophies of John Dewey and Lev Vygotsky as frameworks through which the mentoring of preservice teachers in literacy can occur during professional experience. It investigates the theoretical grounding for an ethically approved large-scale study involving preservice teachers and their self-reported experiences of being mentored in literacy during professional experience. The associated mixed method study involves preservice teachers from seven de-identified Australian universities completing a survey (n=751 survey), and interviews (n=10). In the positioning of this study it is proposed that Dewey’s inquiry is not reliant on discovery, recovery or the antecedent principles, but rather it is advancement of our individual and shared ability to use “the critical potential of lived experience in a world that is unalterably characterised by flux and change” (Kadlec, 2007, p. 12). Thus, Dewey’s pragmatism (1859-1952) provides a lens to understand how the interactions taking place during professional experience form the transactions between the mentor and the preservice teacher as they interact with their environment and the ‘flux and change’ often apparent in educational mentoring.

While Dewey’s pragmatism focused on the individual and knowledge derived from experience, Vygotsky explored knowledge as consequence of interaction with others. Vygotsky’s Social Development Theory [SDT] (Vygotsky, 1978) provides the framework through which Dewey’s theory of experience can be specifically enacted. The SDT in the mentoring context provides the conduit through which experience can be nurtured as the preservice teacher ‘lives the experiences of teaching’ and gains knowledge and skills as influenced by social interaction with their mentor teacher.

The important role of the mentor teacher during professional experience has been well established. Exploring the theories of Dewey and Vygotsky with a mentoring lens provides insight into the complexities of literacy mentoring and highlights how inadequate mentoring practices and experiences in this domain can lead to graduating teachers underprepared for the requirements and teaching of literacy as outlined by the Australian Institute of Teaching and School Leadership (2011) and the Australian Curriculum (2010). By deeply exploring these two noted

theories within the mentoring context it is hoped the education community can be further informed about frameworks that support the important work of mentor teachers during professional experience.

**Amanda Isaac**

*Classroom ready teachers: Who is responsible? Exploring supervising teacher identity and practice*

Initial teacher education (ITE) in Australia is currently under reform, particularly in light of the 2014 review by the Teacher Education Ministerial Advisory Group (TEMAG). This review renewed the call for the responsibility for ITE to be shared between schools and higher education providers. Since the work of supervising and assessing pre-service teachers (PSTs) in schools primarily falls to classroom teachers, this research explores the attitudes of a small group of supervising teachers towards shouldering this responsibility. It does this by adopting the lens of symbolic interactionism to examine the development of teacher educator identities among supervising teachers, the impact of environment and the supervising teachers' practices as a result of their identities. The data from the four one-to-one interviews highlight the teacher identities and how the teachers view themselves and their roles and responsibilities in ITE. The school environment is identified as an important enabling or disabling factor in effective supervision of PSTs. The results also draw attention to the relatively new issue of the assessment of PSTs against the Australian Professional Standards for Teachers (AITSL) and the supervising teachers' knowledge of and confidence with these Standards.

**Chad Morrison, Jillian Fox, Colette Alexander, Rebecca Walker**

*Reporting on the final professional experience: A phenomenographic environmental scan of the policies, processes and resources for assessing graduating pre-service teachers*

This paper reports on a phenomenographic environmental scan investigating the purpose of the final professional experience placement that occurs within Australian initial teacher education (ITE) programs. Within the context of rapid and significant reform within Australian ITE and an emphasis on the importance and outcomes associated with Professional Experience (formalised work integrated learning components of accredited ITE programs), much attention has been paid to graduate teacher outcomes and how these can be evidenced through teacher performance assessment (TPA) instruments. Engagement in processes to develop and implement TPAs have highlighted further areas for critical review. The final professional experience report at the conclusion of ITE programs is a high-stakes assessment task. The high-stakes nature of it and its potential impact on graduate pathways into the teaching profession warrants this review. Here, we problematize this report as an un-validated instrument that is universally used and often in the absence of supporting evidence and artefacts. Interrogating the basis for judgements of the practice of graduating pre-service teachers draws attention to the ways that information flows between ITE providers and their partner early learning centres, schools, colleges and adult learning environments. Given the regularity with which this process is undertaken across thousands of learning settings for many thousands of graduating pre-service teachers on an annual basis, the need for this review is urgent. Attention must therefore be given to how professional experience is currently assessed, what information informs these assessment practices, what data is produced, and, how this is and is not used. The layers of relationships and systematic interactions that surround and inform the use of reports also informs the outcomes associated with them. Bronfenbrenner's Ecological Systems Theory was used to interpret how influential factors at each level informed these artefacts. Publicly available professional experience reports and supporting documents (e.g. professional experience guidebooks) were reviewed using documents analysis and content analysis. The implications of this scan include insights into the ways that current ITE practice, policy and reform is impacting on assessment and reporting practices for graduating pre-service teachers. Additionally, how these factors are contributing to graduate teacher preparation and capacity informs recommendations for future practice.

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## 2.11

### BEGINNING TEACHERS

**Frances Edwards**

*Learning how to assess in uncertain times: Influences on teacher decision-making*

Through initial teacher education programmes, and inservice professional development and learning, beginner teachers are able to develop assessment knowledge and skills. Teachers' assessment literacy is vital in the current educational environment in New Zealand, given the importance of teachers' judgements in all levels of compulsory

education including for exit qualifications. However teachers' classroom assessment practices may not reflect what they have learnt, particularly when they face challenging contexts including national policy shifts, diversity in students, expectations around the use of ICT, and so on.

This paper reports on a qualitative study that aimed to explore the characteristics of summative assessment literacy for secondary beginner teachers, and the contributors to its development. Teachers were interviewed five times over an 18 month period through their initial teacher education programme, and in their first year of employment. The transcripts were analysed by using the model for science teachers' assessment literacy proposed by Abell and Siegel (2011) as an initial framework. This deductive coding was followed by and merged with subsequent deductive coding as new codes emerged progressively during data analysis.

Summative assessment literacy was found to be an amalgam of knowledges and skills that informed the teachers' assessment decision making. However teacher's assessment decisions were not found to necessarily reflect their knowledge. Teacher commentary indicated that a number of personal and contextual factors acted as amplifiers and/or filters (Gess-Newsome, 2015) as knowledge became personalised and as the teacher decided how to use it in the context in which they were working. These personal and contextual factors were found to mediate the translation of teacher professional knowledge to classroom practice, affecting assessment decisions, and sometimes leading to surprising outcomes.

This study provides an alternative view from which to consider teacher development for those working within the partnerships of teacher education and schools. By understanding the effect of factors influencing teachers' decision-making, those working with beginner teachers may be able to make the "lens of the teacher" more explicit with regards to assessment in challenging contexts. This turn may facilitate summative assessment literacy development and assessment decisions that are more likely to be in accord with the principles of good assessment.

**Fiona Ell, Lexie Grudnoff, Mavis Haigh, Mary F Hill**

*Partnering with schools beyond professional experience to build equity-centred ITE programme alignment and coherence*

University-based ITE faces uncertain times as it grapples with the challenge of preparing teachers who can foster the learning of increasingly diverse student populations (UNESCO, 2014). Uncertainty is exacerbated by the 'practice turn' (Reid, 2011), which taken to its extreme, can threaten university-based ITE as shown by the proliferation of school-based ITE routes in America and England. Conversely, this 'turn' could also provide an opportunity for university-based ITE to develop richer and more authentically collaborative relationships with centres/schools to enhance preservice teachers (PSTs) professional learning and practice.

This study explored how the development of collaborative school-university relationships outside of ITE influenced an ITE programme. It is underpinned by the notion that teacher learning is a complex phenomenon (Opfer & Pedder, 2011) and that enhancing PST learning is not straightforward given the complexity of relationships between university and school sites (Cochran-Smith & Zeichner, 2005). The context comprised two initiatives from a NZ university: (1) a Master of Teaching (MTchg) primary ITE programme taught in collaboration with 12 primary schools with very diverse students, and (2) a Ministry of Education funded Teaching, Learning and Research Initiative (TLRI) project that aimed to build knowledge for practice that promoted equitable student outcomes through engagement in a collaborative inquiry community comprising university teacher educators and teachers from two of the MTchg partner schools situated in low SES communities. Both initiatives were framed by the concept of "Facets of Practice for Equity" (Facets), derived from a synthesis of international research that took a complex view of learning and empirically linked teaching practices to positive outcomes, broadly defined, for all students' learning (authors).

The research question was: How, and in what ways, can the engagement of teachers and teacher educators in a collaborative inquiry community increase ITE programme alignment and coherence? Following University ethical approval, 8 TLRI participants who also worked in the MTchg programme were interviewed: 2 principals; 2 deputy principals; 2 mentors, a teacher who was a MTchg graduate, and a university teacher educator. Thematic analysis (Braun & Clarke, 2013) identified three major ways in which the two schools' engagement in the research initiative appeared to increase programme alignment and coherence and enhance PSTs professional experience: awareness, articulation, and action.

The study showed that the Facets provided a common language between the two initiatives, and acted as a framework for developing teacher educator, teacher, and PST understandings of teaching for equity and understandings of each other. Complexity theory ideas provided insight into how the six Facets could cause learning and change of practice for PSTs, teachers, and teacher educators. Davis and Sumara's (2006) three conditions ('diversity-redundancy', 'enabling constraints', 'neighbour interactions') were used to help theorise the research findings: that having key ideas that underpinned work with schools on the research project and in ITE resulted in enhanced learning experiences for PSTs and for university and school-based teacher educators.

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#### **Sally Knipe, Rebecca Miles, Stephanie Garoni**

*'The professional attachment was really fantastic because it was long enough to actually get a feel for what we were doing': The value of a professional attachment as part of teacher education programs*

There has been a significant amount of research examining the classroom preparation of beginning teachers. This research suggests that many factors affect beginning teachers at the start of their career. The developmental 'mastery' required for teacher proficiency and teaching practice is a complex process involving increased ways of knowing, discipline knowledge, and specialised expertise. Many graduate teachers suffer from 'transition shock' as they shift from pre-service teacher to beginning teaching. Despite the extensive amount of research into the career readiness of beginning teachers, the introduction of support and mentoring programs, and now professional standards that determine the content of teacher education programs, issues still persist for many graduates as they make the transition in to teaching.

In 2015 graduates employed with qualifications to teach from the first year of school to Year 12 were interviewed to examine their perspectives, as well as their school supervisor's perspectives, regarding their readiness for teaching (Knipe, Miles & Garoni, 2016). In 2017 another group of graduates from the same initial teacher education course were interviewed to examine their perceptions of preparedness for teaching and the role the professional attachment played in preparing them for their school environment. Ten graduates and their supervisors were interviewed from primary and secondary schools from a range of geographical locations. In this presentation the perspectives of these beginning teachers are presented. The findings indicate that a teacher qualified to teach in both a primary and secondary school has flexibility in employment opportunities, a broad curriculum understanding and pedagogical experiences that enhance teacher performance, something seen as a major benefit to graduates and school supervisors. The professional attachment was highlighted by many graduates as a model that assisted in preparing them for the school environment in which they were teaching.

#### **Fang Li**

*Making the transition from student to teacher in uncertain times: A narrative inquiry*

An extensive literature has outlined the difficulties encountered by beginning teachers and the 'shock' that they face in the transition from preservice student to full-time teacher (e.g. Cameron, 2009; Veenman, 1984). It could be argued that making the transition from student to teacher is even more challenging in these uncertain times given the demands on all teachers, whatever their career stage, to teach in ways that can support the learning of increasingly diverse student populations (UNESCO 2014). While much research has focused on beginning teacher induction and mentoring, less attention has been paid to beginning teachers' voices and perspectives on how they

make meaning of their transition to teaching, including their perception of the influence of their teacher education programme experiences on this transition.

Using Kelchtermans' (2009) narrative-biographical approach as the conceptual framework, this study explored how beginning teachers constructed, deconstructed, and reconstructed meaning of their transition experiences from student to teacher. It investigated the effects and interplay of initial teacher education, work context, and beginning teachers' personal biography. Narrative inquiry (Clandinin, 2007), as a key approach to understanding people's lived experiences, was utilised to analyse the data.

After obtaining University ethics approval, informed consent was gained from the participants prior to undertaking the research. Data were collected using individual interviews, artifacts and social media from 5 beginning teachers employed in primary schools in a large New Zealand city. The participants had all graduated from the same university-based teacher education programme located in that city, and were interviewed over a period of six months in 2017: prior to completing their programme and at the end of their first and second terms of teaching. Critical incidents that occurred over the school terms were recorded and communicated through social media.

The findings suggested that the participants' teacher education programme experiences acted as a mediator in their interactions with their work contexts, and in their alignment or misalignment between their professional and personal sense of self. Furthermore, the findings showed that the (mis)alignment of professional and personal selves greatly influenced the participants' sense of becoming and belonging in the profession. The study points to ways teacher education could better support student teachers' integration of their professional and personal selves when leaning to teach. Consequently, beginning teachers may become better equipped to meet the challenge of teaching in uncertain times.

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## DAY 2: Thursday, July 5<sup>th</sup> – Morning

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3.08/3.09

### KEYNOTE ADDRESS

**Associate Professor Mere Berryman, University of Waikato**

*Education in uncertain times: 'Forced fit' or 'belonging'*

Having to leave our culture at the school gate to achieve in schools that marginalised and belittled our own cultural identity, has been the experience of generations of Māori students including myself. Regrettably, this has also been the experience of Indigenous peoples in many other colonised countries.

Many students, not prepared to compromise their cultural identity, continue to be forced to fit within a schooling system that holds little promise for their future. In many countries that also aspire to social justice, the combined loss of the potential of these young people over generations, creates an ongoing education debt that is enormously wasteful and costly.

If we are to fully realise our agency as educators in these uncertain times, we must rethink the systematic redefining of students' identities through education, so that they are no longer forced to fit into the culture of the majority group. Whatever their ethnicity, students must be able to receive education without having to compromise who they are. This means, conscious and unconscious bias must be up for discussion and the implications clearly understood, for ourselves, for our students and for society as a whole.

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3.03

### PEDAGOGIES OF TEACHER EDUCATION

#### PRACTICE WORKSHOP

**Linda Westphalen**

*Student-led conferences: Collaborative co-creation for 'interesting times'*

Student engagement in planning for learning is not new: Paulo Freire made it the basis for his philosophical stance on education, Critical Pedagogy, in the 1970s, and students have participated in peer-focussed collaborative work for many years. Teachers in schools and universities have embraced group-focussed learning experiences, such that this pedagogic strategy is usual and sometimes written into university wide 'best practice'.

More recently, the idea of 'student engagement' has moved beyond simply participating in group learning: students now can collaborate with course conveners in the planning of learning experiences. Since our students are to be teachers, this is a logical approach which provides opportunities for authentic modelling of teacher-experiences, as well as increasing student participation in planning, delivering and assessing. Students are more invested in learning, contribute according to their talent and expertise, and show a genuine appreciation of the complexity of the teaching role.

This workshop is designed to showcase the creation, assessment and reflection of a student-led conference. It will engage participants in a 'Conference Creation' process, where it will:

- Contextualise by outlining the theoretical background to this approach
- Outline advantages and pitfalls to a student-led conference and provide ideas about how to avoid pitfalls
- Consider the co-creation method: listening to student voices - but whose voices?
- Discuss extra-curricular learning that can be part of the conference 'package'

- Outline assessment, constructive alignment and reflective practice strategies, including the use of online technologies
- Include the broader education community
- Provide templates for use in a conference co-creation process.

Uncertain times can also be thought of as 'Interesting' times. Diversity within the student cohort, financial and time pressures and the constraints of standardisation mean that student choices and voices in their learning are limited. One way to address this issue is to devolve power and step back from planning, providing students and practicing teachers with a forum to practise more authentic teacher-experiences. Student-led conferences are an audacious step toward professional autonomy, organisation, teamwork and presenting."

**Sue Werry, Rawhia TeHau-Grant, Hoana McMillan**

*Mai i te pō ki te ao mārama: Developing a framework for a culturally competent curriculum*

Aotearoa New Zealand's early childhood education curriculum, Te Whāriki; (Ministry of Education [MoE], 2017), states Te Tiriti o Waitangi (the Treaty of Waitangi) requires teachers to critically reflect on their commitment to treaty-based pedagogies (Rau and Ritchie, 2011). The curriculum explicitly states that the education system and therefore by implication teachers need to achieve "equitable outcomes for Māori and [ensure] that te reo Māori ... thrives" (MoE, 2017, p.30). Thus initial teacher education [ITE] providers need to consider how their programmes and teaching might empower student teachers to learn the attitudes, knowledge and skills that allow them develop a treaty-based, critically reflective practice.

This action research project began by considering how to make te reo Māori more visible with an ITE programme. Action research was chosen as the researchers wanted to understand "the unique lived experiences" (Mutch, 2013, p. 24) of a group of ITE students and also to explore their own teaching staff practice (O'Hara, Carter, Dewis, Kay, & Wainwright, 2011). Self-assessment questionnaires and focus groups were used in two action research cycles; firstly to gain insights into the students' experience of learning te reo Māori (language) and secondly their understanding of tikanga Māori. Phenomenological analysis was used find themes within data. However, the profound insights came from the critically reflective professional conversations that resulted from these analysis sessions. The students self-selected to be part of the research, but the research data was based around their classroom experience. Thus it was necessary not just to consider the usual research ethics but also to acknowledge that the teaching staff would know more about the students' attitudes and perceptions around Te Reo Māori and tikanga than is usual. The Code of Ethics for Certificated Teachers (Education Council, n.d.) was used to ensure this knowledge was used only to inform the teaching practice of the researchers and not the assessment programme.

The key insight to come out of the research was a conceptual framework for writing programmes which uses whakataukī (Māori proverbs) and tikanga concepts to ensure te ao Māori kaupapa (Māori world view) and western educational theory are equally visible in the initial teaching programmes. Our kaumatua gifted the whakataukī: "Ko tā te kaiako ko te Reo, te ahua me te tuakiri kia eke ai te tamaiti ki tōna pitomata"- Eru Biddle, 2015 ("Learn the language, culture and identity so that the child can fulfil his or her potential.") as a guide to the choice of other whakataukī and pūrakau (stories) to inform programme development and graduate profiles. Using whakataukī has enabled the researchers to reconsider how practicum tasks might give the opportunity for students to reflect on how the Tātaiko cultural competencies are enacted in their practice. These whakataukī have also led to a reconsideration of the indicators for the standards for the teaching profession which are used to assess whether the student teacher has reached the standard to pass the practicum.

**Anitra Goriss-Hunter, Jenene Burke**

*Mobilising a lens of inclusivity within initial teacher education*

In uncertain contemporary times, Initial Teacher Education (ITE) educators are under considerable pressure from political, social and institutional sources to ensure that PSTs are "classroom ready"; fully equipped to prepare diverse student cohorts to lead fulfilling post-school lives in an increasingly complex and changing world. To achieve this goal, current research and policy is increasingly focusing on foregrounding inclusive teaching practice. A great deal of education literature focuses on notions of diversity and inclusion with regard to student education in schools (Blackmore, 2009, Campbell & Whitty, 2002, Nieto, 1999, Smyth & McInerney, 2007, and Smyth & McInerney, 2009). Much has also been written about the difficulties inherent in educating PSTs regarding the complexities of inclusive teaching (Blackmore, 2009, Shor, 1992, Sleeter, 2001, Smyth & McInerney, 2007, and

Smyth & McInerney, 2009). In addition, leading education organizations and accrediting institutions, such as the Victorian Institute of Teaching (VIT) and the Australian Institute for Teaching and School Leadership (AITSL) promote inclusion as a mandated teaching approach. While inclusion is the approach mandated in Australia for catering for diversity, the authors argue that current notions of inclusive teaching are still haunted by ghosts of integration and other non-inclusive practices in approaches that are hierarchical, additive and focused on deficit thinking. In this model, students are diagnosed as having a particular condition, disorder, impairment, or other difference, which is prioritized as their chief learning characteristic. The rich complexity of a learner's strengths, preferences, challenges and goals is then narrowed down to one major ingredient – the impairment or difference – which becomes the focus of strategies and practices recommended as appropriate for that particular condition.

In this presentation, the authors ask the thorny question, how do we teach PSTs to identify the complexity of learner needs and to make pedagogic decisions to enable learning to occur for all students? The presentation contributes a way forward through the authors' examination of a range of pedagogies used in class to facilitate PSTs' investigation of approaches and practices that encourage teaching for inclusion. In order to facilitate PSTs' learning concerning inclusive teaching, the authors focus on creating opportunities to enable students to work with a diverse range of learners "selecting strategies on the basis of what is to be learnt rather than what is wrong with the learner" (Florian, 2008, p. 2004).

As an exploration of pedagogic decisions and teaching approaches, the paper outlines a case study that makes use of a self-study methodology as well as discourse analysis. This research mode "includes elements of ongoing inquiry, respects personal experience, and emphasizes the role of knowledge construction. The collaborative component of self-study acknowledges the important role of the social construction of knowledge (Lassonde, Galman & Kosnik, 2009, p. 10). The inclusivity of a self-study approach and its multi-faceted nature encourages reflection, collaboration and on-going dialogue between educators and PSTs providing insights into teaching practices. From observations and reflective examination of their teaching practices and course development, the authors identify and analyse the pedagogies that are being used to achieve the aims of promoting teaching for inclusion in ITE courses. In addition to a self-study methodology, discourse analysis is used to examine formal literature and policy discussing diversity and inclusion."

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### 3.04

#### CHARACTERISTICS OF PTS

**Deanna Grant-Smith, Laura de Zwaan, Renee Chapman, Jenna Gillett-Swan**

*'It's the worst, but real experience is invaluable': Pre-service teacher perspectives of the costs and benefits of professional experience*

Professional experience, or practicum placements, is an important component in the education of pre-service teachers and preparing them for their own classrooms after graduation. However, while the pedagogical and personal development benefits of participation are well documented, the personal costs of participation have been less comprehensively explored. This chapter identifies the perceived costs and benefits of participation in practicum from the perspective of undergraduate and postgraduate pre-service teachers attending an Australia university. The research study reported in this chapter reveals that the practicum experience is, on the whole, associated with positive feelings and the opportunity to gain practical 'real-world' experience and professional development. However, the financial hardship that can be created or magnified as a consequence of participation in practicum can negatively impact the practicum experience and the well-being of a pre-service teacher. The chapter concludes by reflecting on approaches that universities and accrediting bodies may consider to manage the financial and other impacts of practicum participation on pre-service teachers without decreasing their educational and experiential value.

**Trish Lewis, Des Breeze, Letitia Fickel**

*Teaching through uncertainty: Preservice teachers' resilience in challenging times*

The research focus or problem: Current political, economic and philosophical uncertainties create tensions for preservice teachers, and teacher educators alike (Bamber & Moore, 2017). This paper provides an analysis of how an initial teacher education course, with a community engagement focus, has sought to enable early childhood and primary preservice teachers' personal and professional growth in the area of resilience (Ellison & Woods, 2016; Mansfield, Beltman, Price & McConney, 2012).

Positions differ on the significance and accuracy of the notion of 'resilience' as people construct an extensive range of diverse narratives and understandings that include both political ecologies and social ecological systems (Bronfenbrenner, 1979; Brown, 2016). Neoliberal thought exaggerates the power of structure and outside forces and demonstrates a tendency to repudiate the agency of individuals, families and communities, their aspirations and attributes (Brown, 2016). The authors believe that in times of uncertainty and inequality, community-based experience is a way of enabling preservice teachers to have direct experience with marginalised communities (Russell-Bowie, 2013), thereby creating opportunities to understand rich funds of knowledge within those communities (Esteban-Guitart & Moll, 2014).

The conceptual framework informing the research: Theoretically, this study is founded within a sociocultural constructivist framework of knowledge and learning, particularly the construction of what it is to be resilient, takes place within a social context, such as a community organisation, and is shaped by cultural understanding.

Research methods, including ethics: A teacher inquiry stance is integral to our work as teacher educators (Cochran-Smith & Donnell, 2006). The concept of resilience became the locus for this study, underpinned by research on community engagement experiences for preservice teachers. Data for the study was gathered from second year preservice teachers' reflective practice portfolios in 2017 and through participant interaction in class in 2018. Data analysis is embedded in grounded theory (Chamaz, 2011) and draws on interpretations constructed by preservice teachers as they explore their understandings of professional identity through critical reflection.

This project received institutional ethics approval, and the confidentiality of the preservice teacher participants has been maintained through the use of participant codes, and aggregations of data within publications.

Key insights or finding, and implications: Analysis of the data is ongoing and emerging at this stage. Initial insights suggest that a reconsideration of some of the narratives around the concept of resilience is needed (Brown, 2016). The data indicates that resilience alone is not necessarily the most appropriate response in all situations. The consideration of values, beliefs and assumptions, and the development of a set of dispositions for teaching, is also of significance"

**Caroline Mansfield, Sharon McDonough, Lisa Papatraianou**

*Building resilience in times of uncertainty and complexity: Teacher educator perceptions of pre-service teacher resilience*

"Over the last decade, initial teacher education (ITE) in Australia has undergone a multitude of changes to respond to broader policy agendas aimed at improving the quality of graduates entering the teaching profession. Changes have entailed implementation of national professional standards, rigorous accreditation requirements and attention to non-academic capabilities for teaching such as empathy, motivation, and resilience. Although one strategy has been to use screening tests at the point of entry to teacher education, the extent to which some of the measured capabilities are innate and fixed, or alternatively can be developed over time and in a contextually responsive manner needs consideration. Uncertainty exists about the ways in which screening tests provide meaningful insight into the nature of resilience for pre-service teachers and of how teacher educators will embed opportunities in their programs for pre-service teachers to further enhance capacities that will enable them to deal with the complex and uncertain nature of teaching.

Although there has been much research on teacher resilience, the views of teacher educators in this field has been neglected. As many teacher educators are experienced teachers and can draw on their own experiences, as well as the diverse experiences of pre-service teachers, it is timely for the voices of teacher educators to be heard and for the wealth of collective experience to inform policy and practice.

This presentation reports on an empirical study of teacher educators' perceptions of teacher resilience and the role of teacher education programs in promoting resilience. Data were gathered from 73 Australian teacher educators who completed an online survey on pre-service teacher resilience and the role of teacher educators and ITE courses in developing pre-service teacher resilience.

The findings emphasise the critical role that ITE plays in the development of resilience for pre-service teachers. Teacher education experiences at university and in a variety of school settings enable a range of resilience related strategies and skills to be developed in multiple authentic contexts. For example, learning to respond to feedback in a professional manner, developing realistic expectations, learning to work with mentors and negotiate collegial relationships, managing the roller coaster of emotions and learning strategies for self-preservation. The main

barriers faced by teacher educators include the crowded curriculum and time constraints, valuing and adequately resourcing resilience in the curriculum, overcoming entrenched practices and perspectives, policy and regulatory processes, and the need for stronger partnerships between schools and universities.

These findings highlight the view that resilience for the teaching profession is strongly aligned with particular professional contexts and opportunities to develop and experience challenges in authentic contexts. We examine the implications of this view of resilience for teacher education and policy and the extent to which contextual approaches to developing resilience in initial teacher education programs is required."

**Sarah Nailer, Amanda Gutierrez**

*Pre-service teachers' perceptions of the benefits of an extended professional experience placement*

Professional experience is seen as a critical element of teacher education. Pre-service teachers consistently cite time in schools as the most valuable part of their teacher education program (Ure, 2009). Government reports and much of the literature argue the importance of high quality professional experience to the production of a quality teaching workforce (Allen & Wright, 2014; Kruger et al 2009; Teacher Education Ministerial Advisory Group, 2014; Ure, 2009). Increasing the amount of time spent on professional experience placements has been seen as a way to ensure pre-service Teachers are well prepared upon graduation (Darling-Hammond, 2014; Reynolds et al, 2016), however it is clear that that time needs to be quality, rather than just quantity. The voices of pre-service teachers are not as commonly reported in research into professional experience (Allen & Wright, 2014). The framework for this study appropriates Bakhtin's (1978) idea of 'ideological becoming' with support from research on professional becoming. Learning to teach is conceived of as a process of 'professional becoming' (Kostogriz & Peeler, 2007; Gutierrez, 2016). The research was designed as a case study of extended professional experiences as part of a Victorian Government funded initiative of a 'site-based training model' of teacher education (Department of Education and Training, 2015). It involved the collection of multiple forms of data including recordings of professional conversations and interviews with participants in the program. Ethics was granted by the institutional ethics committee. This paper reports on the results of interviews with eight pre-service Teachers participating in the partnership. The findings suggest that the perceptions of the pre-service teachers in this study included nuanced understandings of the qualitative gains in the experience they had through participating in an extended placement in the one educational setting.

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### 3.08

#### EDUCATIONAL FUTURES / FOSTERING SELF-EFFICACY

**Philip Wing Keung Chan, Hongzhi Zhang**

*Internationalising Australian independent schools: incorporating Confucian heritage culture in pedagogy*

"The farsighted "Australia in Asia Century" White Paper provides an overarching plan to build on national strengths and shape the future to 2025. The white paper is a roadmap not only to seize the economic opportunities, but also to broaden and deepen the people-to-people link across the region in the social and cultural perspectives (Asian Century Taskforce, 2012). It calls on every Australian citizen to play part in becoming a more Asia-literate and Asia capable nation. However, Halse (2013) concluded that most Australian teachers and school leaders do not perceive themselves as Asia experts after surveying 1,300 practised teachers and 432 school principals. Her research demonstrates that there is an unambiguous need for a further sustained and substantial program to encourage and support the growth of Asia literacy among Australia's teachers.

This presentation reports the 2nd stage of a funded project, which provides another perspective to responding the "Asia's rise" from the internationalising of Australian Independent Schools system, which enrol a significant portion of international students, they have the Confucian Heritage Culture (CHC) background in Australia. This study uses a social constructivist methodological approach to make sense of and interpret the internationalization of Australian independent schools as well as on the influences of CHC on Australian independent school pedagogy in the contexts of internationalization. We undertake a thorough review of literature and critical review of relevant Australian federal, State and Territory policy documents to provide documentary data for this study. These data will be read in conjunction with data collected by both survey and interviews of principals, teachers and students from selected independent schools in Victoria, allowing triangulation to be undertaken in the analysis phase.

By investigating the diversities of school culture in different types of independent schools, and their influence on learning and teaching, this study finds the influences of CHC on the development of independent school culture in Australia and explores the internal characteristics of Confucian pedagogy and their effects on teaching and learning styles in Australian independent schools."

**Donella Cobb, Daniel Couch**

*Teacher education for an uncertain future: Implications of PISA's global competence*

In 2018, the Organisation for Economic Cooperation and Development's (OECD) is set to introduce an assessment of Global Competence in its Programme for International Student Achievement (PISA). This assessment lays the foundation for a set of knowledge, skills, values and beliefs that the OECD considers necessary to become a globally competent citizen. Throughout this chapter, we identify and critique the intended socialising function of PISA's Global Competence and consider its implications for Initial Teacher Education (ITE). We do this by drawing on Bernstein's theoretical tools to engage in a critical analysis of PISA's Global Competence framework. Our analysis reveals three key findings: (1) PISA's Global Competence acts as a symbolic regulator of consciousness, (2) PISA's Global Competence facilitates a new form of global pedagogic governance and (3) ITE can play an important role in either reproducing, disrupting or transforming the socialising function of PISA's Global Competence. In conclusion, we argue that engaging with Comparative and International Education scholarship will prepare pre-service teachers to respond to the complexities and demands of an uncertain educational future within an increasingly globalised educational landscape.

**Shyam Barr, Helen Askill-Williams**

*Changes in teachers' knowledge and beliefs about self-regulated learning during their engagement with a guided professional learning community*

Studies have raised concerns regarding the quality of knowledge and beliefs that teachers hold about self-regulated learning (SRL) and their consequent ability to adequately meet the needs of students and prepare them with the necessary skills to succeed today and in the future (Dignath-van Ewijk & van der Werf, 2012; OECD, 2005; OECD [Organisation for Economic Co-operation and Development], 2016). A consensus exists in the research literature (e.g. Bowe & Gore, 2016a; Desimone & Garet, 2015; Vangrieken et al., 2017) that professional learning communities are an effective method to improve teachers' professional competence (e.g. teachers' knowledge and beliefs). Responding to the concerns, the present study investigated changes in the quality of teachers' knowledge and beliefs about SRL whilst they engaged in a guided professional learning community about SRL. Four science teachers from an Independent Girls Grammar School undertook six 40 minute professional development sessions, reflective discussions with the researcher, and a collaborative process of progressive refinement of an SRL teaching approach. Following each professional development session, participants delivered an SRL teaching approach (explicit teaching about SRL and the implementation of a learning protocol) to their Year 8 classes. Data was collected from teachers through in-depth individual interviews, before and after the intervention period. Data was analysed using a combination of deductive and inductive coding methods. All participants showed substantial increases in knowledge about SRL between pre- and post- intervention interviews. Changes in participants' beliefs were less consistent, with substantial changes noted only in the category of teacher self-efficacy. Results indicate that a guided professional learning community is an effective method to enhancing teachers' knowledge and beliefs about SRL. This study has implications for teacher education, and how it can prepare teachers with the necessary knowledge and beliefs to foster SRL in the classroom. Subsequently preparing students with a range of "how to learn" skills so that they can adapt to the rapidly changing job landscape and succeed in this ever-changing world.

**Deborah Heck**

*Becoming a teacher: Student self-efficacy, work readiness for democratic professionals*

Public policy-makers in Australia are advocating strongly for classroom-ready teachers. The challenges for teacher educators include the lack of definition of what this means in practice, and the need to find ways to reconcile this agenda as teacher education professionals. Our task in this context, was to explore the student experience of becoming a teacher in uncertain times. Biesta (2017) challenges us to identify ways to reclaim professionalism in an age where there is a focus on measurement. In our work, we wanted to explore ways we could understand the student experience and the student view of their readiness for the profession, and then apply this knowledge to the development of innovative teacher education practices that engages future teachers as democratic professionals. This study uses qualitative and quantitative approaches drawn from the work of Pfitzner-Eden



(2016) for the exploration of student-teacher self-efficacy and an adaptation of the Work Readiness Scale developed for the health sector (Walker, Storey, Costa, & Leung, 2015). The findings suggest that as students move through their program of study their levels of discomfort with teaching increase and the sources of support they draw upon broaden. Perceptions of work readiness fluctuate across the program with evidence of a slight improvement in work competence while social intelligence remains consistent across the program. A slight decline was evident in student perceptions of their organisational acumen and personal work characteristics. Based on these findings we have then reframed the Research Development Framework (Willison, 2012) and the Works Skills Development Framework (Bandaranaike & Willison, 2014) to identify facets of becoming a teacher that support students as they work in uncertain times. The six facets provide a framework for preservice development that allows them to consider the different ways that they: embark and clarify; find and generate; reflect and learn; plan and manage; problem solve; and, finally, communicate and collaborate. These findings provide insights for those working within initial teacher education, especially those engaged with students entering or returning from professional experience placements. The findings support the development of initial teacher education programs that allow students to explore and understand their perceptions of themselves as they become teachers and offer ways of discussing teaching in uncertain times.

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## 3.09

### INTERCULTURAL COMPETENCE

**Lyn Gilmour, Helen Klieve**

*Exploring teaching preparedness for teaching in culturally and linguistically diverse school environments*

The face of Australia is changing from monolingual English speaker of British heritage to a more multicultural one as a result of increasing migration to Australia of people from non-English speaking backgrounds (Australian Bureau of Statistics (2017). According to the ABS, over 300 languages are now spoken in Australian homes with about 28% of the population speaking another home language besides English. This migration brings with it increasing numbers of students in Australian schools for whom English is not their primary language placing additional pressures on teachers to understand the implications of culturally and linguistically diverse (CALD) students' backgrounds.

Literature that informed this research suggested that teachers are not being prepared for the pedagogical changes needed in the CALD classroom. It has also found that as teachers are responsible for teaching in CALD classrooms, they need more awareness of second language acquisition. Australian research has further suggested that universities are not offering teacher courses that adequately prepare teachers to work in these diverse classrooms. It is recognised that to become a culturally responsive teacher requires training, either in pre-service or through ongoing professional development (PD). Without this teachers can underestimate the complexities of the multilingual classroom and miss opportunities to best capture the potential of bilingual students

One focus of this exploratory mixed methods research was a consideration of teacher preparedness in CALD learning environments. The study accessed survey responses from 337 high school staff from the five schools in the study, with an additional interview phase capturing views from 21 staff regarding their perception of CALD learning environments as well as teachers' preparedness and experiences within these diverse learning environments. Ethics approval was obtained from Griffith University and Education Queensland).

Reflections from teachers on their preparation provided valuable insights into areas that they believed would have enhanced their preparation. In this study, a surprisingly low percentage of appropriately trained teachers (4.7% in pre-service, 10.5% in PD) was found. Consistent with other research finding, most of these teachers were only trained for mainstream classrooms with little knowledge about the cultures of the students within the broader school environment.

Teachers also acknowledged that not only did they lack specialised training for these classes, but also did not understand the challenges these students faced - in English but also with language needed in content areas. Teacher responses highlighted a need for awareness of the changing cultural and linguistic diversity within schools. Further, they acknowledged this would require them to undertake further training that would help them become culturally responsive teachers and many suggested that this training should start in pre-service courses. This study comments on the implications of these findings for current school practice as well as strategies for teacher preparation and support.

**Kim Beasy, Helen Trevethan, Jeana Kriewaldt, Vilma Galstaun, Bronwen Cowie**

*Exploring threshold concepts: Promising affordances to pre-service teacher understandings of diversity and inclusion*

Australian and New Zealand pre-service teachers (PST) work in classrooms that are characterised by diverse learners and expectations of equitable and inclusive practices. Yet, helping PSTs to understand the need for inclusive practices is difficult. As teacher educators, we have found that providing students with literature and explaining to them how this transforms into classroom action is not enough. We want to know what is at the heart of potentially transformative understandings of diversity and inclusion. We are interested in what is threshold within PST's knowledge of diversity and practices that facilitate inclusion.

Threshold concepts can be described as discipline-specific, illuminating ways of understanding or apprehending phenomena. The term 'threshold' refers to the way in which specific concepts or constructs can initially be difficult to comprehend, but once understood will 'open up previously inaccessible ways of understanding, interpreting or viewing something' (Meyer and Land, 2003). For these reasons, Meyer and Land theorise threshold concepts as being transformative, troublesome, irreversible, integrative and bounded; and contend that understanding a threshold concept is not only transformative to further learning, but encourages deep reflection on worldview, and on a person's sense of self. Threshold concept theory (2006) offers a lens for exploring how PSTs construe inclusive practice. We explore how knowledge about understandings of threshold concepts may afford opportunities for PSTs to think anew about diversity and inclusion, and themselves as teachers.

We offer a scoping review of the literature to locate our exploratory thinking about the potential of threshold concept theory in PSTs' understandings of diversity and inclusion. We examine the extent, range and nature of research activity related to this area and have broadly surveyed the literature using the following search parameters: English language, peer reviewed journal articles and scholarly book chapters (excluding book reviews), year 2000 to present and international in scope.

Specifically, the value of threshold concept theory as a means of exploring worldview shifts is explored in this paper. In addition, we showcase our developing research programme that will investigate PST experiences of threshold pushing 'moments' in initial teacher education courses and school-based interactions. This programme of research will afford opportunities for building teacher educator and teacher mentor understandings of how to champion agendas of social justice.

**Gemma Scarparolo, Pearl Subban**

*Teacher education: Preparing teachers for diversity through the practice of differentiation*

Teacher education worldwide is continually being reviewed to ensure that teacher preparation programs are effectively preparing teachers to teach in classrooms with increasing diversity while maximising opportunities for success for all students. With international educational testing and ranking of countries' performances on

standardized tests and Australia's relatively low performance on these tests, pedagogical approaches being promoted in teacher education programs are often scrutinized. One approach which is fairly new in its adoption in Australia is the practice of differentiation and this is largely due to the inclusion of differentiation as one of the Australian Professional Standards for Teachers. In order to better prepare pre-service teachers to effectively cater for diversity, teacher education programs world-wide are embedding the practice of differentiation through an "infusion" model, or in some cases, "stand-alone" units are being dedicated to differentiation in both undergraduate and post-graduate degrees.

So how can teacher education preparation providers effectively prepare pre-service teachers to differentiate in a time when pedagogy and curriculum are constantly being challenged in terms of Australia's academic performance on a global scale? What does the research report in terms of differentiation as an effective practice to maximise students' achievement and success? This study utilises a systematic literature review, to gather empirical data arising from studies investigating differentiated instruction. These studies, spanning 10-15 years, focus on elements such as student outcomes, self-efficacy beliefs on the part of teachers and empirical data related to the practice and implementation of differentiation. The SLR is intended to synthesize research in the field, to facilitate the implementation of the differentiation in contemporary settings, and to provide access for future research. Within this context, possible suggestions for future implementation of differentiation units in teacher education preparation programs will be outlined.

**Lisa Papatraianou, Al Strangeways, Kath McGuigan**

Different places, difference faces: Understanding diverse students' resilience when moving between home and *school cultures*

This presentation emerges from a study that aimed to understand the experiences of culturally diverse school students and to explore how they consolidate their educational aspirations at the 'cultural interface'. Most studies of diverse young people are underpinned by deficit models that focus on the difficulties they face. In contrast, this study employs a strengths-based approach that draws on a 'human resilience' framework, and so redirects the focus towards resources and factors that enable this diverse group of young people to develop and maintain resilience. The study used mixed-methods that incorporated visual approaches to elicit culturally relevant accounts diverse students' home and school lives in order to foster the capacities of the individual, family and school to enhance the resilience of these young people. The use of visual methodologies allowed the students to share their experience in and on their own terms (Sunderland, Kendall, Marshall & Barlow, 2016, p. 71), rather than through written and spoken data creation methods that dominate Western research methods. They allowed the young people to exercise agency in choosing how much to mask or limit when describing personal experiences which might otherwise open individuals to positions of vulnerability.

This presentation draws on data from one of three schools who participated in this study and whose participants were comprised of students from refugee backgrounds. The findings from this setting showed that this group of young people displayed resilience in ways that challenged the often normative and value laden perspectives of resilience that arise from Western constructions of "coping". The young people viewed themselves as having agency and responsibility in accessing and navigating supportive resources, and the significant resources offered to them by their home environments and extended family networks. However, these same students also recognised the significant cultural dissonance they faced when seeking resources within what was an otherwise supportive school context. They specifically identified: (1) the communication and participation barriers between family and school and the significance of this given the important role of family in their lives, (2) the clash of values between family and school in relation to their educational aspirations and participation in extracurricular activities, and (3) the conflict they felt when managing their many family and cultural responsibilities alongside their academic requirements. A particularly interesting finding that emerged was the students' perception of challenges as temporary. This perception positively and negatively influenced their capacity to access resilience resources at home and at school.

These findings have important implications for the practices schools can develop to better support young people in navigating and consolidating their educational aspirations at the 'cultural interface'. These implications also need to be considered in the context of initial teacher education. They highlight the need for preservice teachers to understand the importance of their students' ecological contexts and the responsibility to use such knowledge when making pedagogical-pastoral decisions.

## DAY 2: Thursday, July 5<sup>th</sup> – Afternoon

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### 3.03

#### PEDAGOGIES OF TEACHER EDUCATION

##### PRACTICE WORKSHOP

**Lina Pelliccione, Val Morey, Rebecca Walker, Susan Beltman**

*Large scale online teacher education: Initiative, implementation and issues*

Online higher education is rapidly growing both in Australia and overseas. In recent years, the number of students selecting to study initial teacher education in the online environment has significantly increased (AITSL, 2018). Despite this growth, the reporting of online education practices, course structure and mechanics, and students' profiles, experiences and outcomes in Australia is limited.

The aim of this workshop is to actively engage teacher educators in discussion related to the sharing of successes and challenges in the preparation of teachers through a fully online delivery mode. The presenters will share one University's approach which is framed within a social justice perspective and addresses the need for initial teacher education to be innovative, robust, responsive and accessible. The delivery of fully online courses at this University aims for educational opportunity to be extended to those disadvantaged due to geographic isolation, economic pressure, family or work responsibilities, cultural barriers, disability or difficulty attending campus.

The workshop will focus on three key topics:

- rationale for and practice in the delivery of fully online initial teacher education;
- implementation and practices in relation to professional experience in online initial teacher education; and
- perspectives of students as well as staff who teach within online education.

The presenters will share practices, experiences and potential issues relating to each of these points through a specific University's experience of multiple initial teacher education courses with high enrolments and the challenge of ensuring that the learning environment is inclusive, supportive, clear, consistent and purposeful. Workshop participants will be invited after each segment to contribute their own related views and experiences.

The workshop will conclude with a general discussion covering future directions and include such questions as:

- How can we protect course quality and comparability across delivery modes?
- How do we balance quality placements, stakeholder expectations and student needs?
- Where do misconceptions about fully online initial teacher education courses, for example dial a prac, originate?
- Regulatory demands: How might we implement the final year teaching performance assessment in a fully online delivery mode?
- What lies ahead: How can we cater for both systemic requirements, school needs and social equity?

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### 3.04

#### INNOVATION AND ICTs IN ITE

**Neus (Snowy) Evans**

*What difference can an electronic portfolio make in Masters level teacher education?*

Recent developments in Australian Initial Teacher Education require teacher education providers to provide evidence of robust and valid evidence of pre-service teacher classroom readiness in the form of critical tasks. As

defined by the Australian Institute for Teaching and School Leadership (AITSL), critical tasks are selected pieces of summative assessment covering academic and professional experience contexts that demonstrate preservice teacher attainment of the Australian Professional Standards for Teachers. The concept of critical tasks are framed from a policy perspective and put the onus on teacher training providers to demonstrate pre-service teacher performance for regulation purposes with a focus on summative over developmental progression of the pre-service teachers. Whilst such tasks may meet regulatory requirements, they are limited in their capacity to meet broader university, employer, community and pre-service teacher requirements.

Limited analytic attention has been given to developing critical tasks that meet regulatory alongside broader university, employer, community and pre-service teacher requirements. We address this issue by embedding a developmental electronic portfolio (ePortfolio) that integrates academic progression and professional work into a Masters of Teaching and Learning (MTL) course. In challenging the performativity agenda taken by policy makers, we draw on the literature on critical tasks in other professional programmes where such tasks are viewed as developmental rather than summative indicators (Beethan, 2006; Oakley, Pegrum & Johnston, 2014; Blackley, Bennett & Sheffield, 2017). Developmental learning involves the acquisition and adjustment of dispositions, knowledge, skills, and beliefs through sustained, progressively more complex interaction and activity with colleagues, students and school community members. Developmental learning is best fostered through a social-constructivist orientation to teacher education that combines ongoing and increasingly more complex and problem-based, field experiences accompanied by communicative opportunities through critical discourse that allow graduate teachers to integrate theory with effective teaching practice.

This presentation offers a reflection on the design, planning and implementation of a digital portfolio with a purpose to develop an effective, efficient and valuable method for pre-service teachers to demonstrate the full scope of learning over the course of the degree. This pertains to (a) demonstrate achievement of the Australian Professional Standards for Teachers, (b) satisfy employer and community expectations that graduate teachers provide evidence to support their newly acquired qualification and (c) demonstrate university course learning outcomes and graduate attributes. An ePortfolio can capture and facilitate the demonstration of such learning by providing a multidimensional plateau with embedded tools that promote demonstration of developmental progression over the life of the degree. The ePortfolio becomes a multipurpose tool that can be used for review, reflection and personal development planning. It can also enhance pre-service teacher learning by becoming a reflective platform facilitating connections in learning across different academic, workplace and community contexts and providing evidence of progress and achievements over time drawn from formal and informal learning activities. An ePortfolio that is embedded into the MTL can enable teacher educators to support pre-service teacher development and demonstration of the knowledge, understanding, skills, attributes and achievements that regulatory, employer and academic bodies seek. We conclude this can enhance the preparation of pre-service teachers and will benefit communities into the future."

**Megan Adams, Avis Ridgway**

*Imagination, STEM and collaborative practice in the early years*

The uncertain times that we live in contribute to the schoolification of early years education (0-8 years). This includes the introduction of assessments at younger and younger ages that foster competition, rather than collaboration. This development is of growing concern to most early years teachers. Therefore, research based inquiry is required to direct early years teachers towards collaboration in their teaching practice which utilises their own imagination in playful ways. The focus of this research is on the role of imagination in early years teacher education, needed for conceptualisation of an integrated and effective approach to Science, Technology, Engineering and Mathematics (STEM) curriculum.

Our theoretical approach takes a cultural-historical understanding of collaborative play, imagination, and concept development. This conceptual framework has its foundation in social practice where individuals work together and learn from each other, becoming consciously aware of their own development. The process has its foundation in collaborative practices, built on relationships directed towards supporting learning and development.

This research investigates how early years education teachers can use imaginative play with materials to illustrate and identify STEM concepts. The study is supported and illustrated through the use of visual methodology undertaken by researchers taking images with ethical permission. The ethically approved study (CF16/1731 – 2016000900 'Imagination, science and active teacher education') uses data from an undergraduate early years unit based on play and pedagogy workshops at Monash University. Data comprise 200 images, 50 work samples and 20 mind maps presented as visual and textual data collected in the workshops (images, work samples, student mind

maps) over four years. Visual and textual evidence of teachers' imaginative responses to the kind of reasoning the workshop's cultural tools provoked, are provided. We used collaborative dialogue and categorized data for analysis to answer the research question: How can early years teachers use imagination in playful activity to identify and understand STEM concepts?

Findings suggest teachers' playful use of cultural tools, ignites imagination, and generates in teachers, new knowledge of potential ways for young children to engage in forming science, technology, engineering and mathematical concepts. We argue that imagination in purposeful, and playful activity helps teachers to develop STEM concepts for future understanding in delivering early years curriculum requirements. This implies that imagination and play-based activities for the early years offers insight into how teachers may engage with young children's development of STEM concepts. A further implication is to advocate for an emphasis on collaborative practices and the importance of imaginative playful curriculum development which moves away from competition and schoolification in the early years."

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### 3.08

#### WELLBEING IN EDUCATION SETTINGS

##### PRACTICE WORKSHOP

**Lisa Papatraianou, Al Strangeways, Caroline Mansfield, Denise Beutel, Sharon McDonough**  
*Navigating changing times: Exploring teacher educator embodied experiences of resilience*

This project aims to examine teacher educators' resilience and explore the 'enabling' factors that support teacher educators to thrive in academia, as well as the 'constraining factors' that limit their effectiveness and satisfaction. There has been notable research in Australia on how both pre-service and early career teachers maintain resilience (e.g. Papatraianou & Le Cornu, 2014; Johnson et al., 2016; Mansfield et al., 2016), yet, the resilience of teacher educators themselves has been somewhat neglected. Given the links that support the connection between teacher resilience and young peoples' resilience (Howard & Johnson, 2004), it may be that the resilience of teacher educators can play a role in supporting pre-service teacher resilience.

Various factors have been identified which contribute towards the intensification of teacher educators' work. International literature has identified high levels of burnout and dissatisfaction among teacher educators (Zhang & Zhu, 2007) with poor collegiality, a lack of time, and difficulties in managing the work-life balance correlating significantly with teacher educator's intentions to leave academia (O'Laughlin & Bischoff, 2005; Barnes, Agago & Coombs, 1998). Australian research has identified the need for academics to be "super-hero[s]" (p. 99) who must not only conform to university priorities, but support students and colleagues and create engaging learning environments across multiple modes and platforms, all while publishing prolifically, "collecting business cards for...student placements" (p.99) and dealing with the many uncertainties of Australian higher education contexts (Pit & Mewburn, 2016). The National Tertiary Education Union (2012; 2017) has also found that the changing nature of academic work has resulted in increased workloads, with the implications of university funding cuts leading to reduced job security, and increases in lecturer-student ratios. Despite this research, there is scant literature that has explicitly focused on the impact that job stress has upon teacher educators.

This practice workshop will focus on teacher educator emotion as it is an essential, yet marginalised aspect of practice (Forgasz, McDonough & Berry, 2014). Through engaging in embodied pedagogies and arts-based approaches, the workshop will seek to engage teacher educators in an exploration of the embodied nature of resilience, providing "...learning that joins body and mind in a physical and mental act of knowledge construction" (Nguyen & Larson, 2015, p. 332). The teacher educators will engage in the creation of art work that may take the form of analogue drawings (Edwards, 1995), expanded line-graph representations (Sumsion, 2004), found artefacts (Patton, 2015), collage (Leavy, 2015), photo-documentation and film and multi-media (Rose, 2016). These methods are an effective way to examine the complex areas of lived experiences that are inaccessible by traditional research means (Davis & Renert, 2013) and are currently absent from literature on teacher educator resilience. Teacher educators will be asked to discuss their representations through 'mediated conversations' during the workshops.



This project aims to expand current literature around teacher educator resilience by focusing on how individuals and groups can successfully adapt and overcome trying circumstances in an Australian context. The implications of this could potentially inform national agendas on the quality of teacher preparation.

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### 3.09

#### INTERCULTURAL COMPETENCE

**Renata Cinelli, Mellita Jones**

*Cultural competence and professional learning. Who's getting what out of an international teaching placement in the Solomon Islands?*

International teaching experiences are touted as an opportunity for preservice teachers (PSTs) to grow both personally and professionally, particularly in areas such as cultural awareness, self-efficacy, independence, and teaching capabilities (Kabilan, 2013; Malewski & Phillion, 2009; Pence & Macgillivray, 2008; Willard-Holt, 2001). However, research evidence of these outcomes is limited due to the small number of studies in the area (e.g. Dunn, Dotson, Cross, Kesner, & Lundahl, 2014; Marx & Moss, 2011). Moreover, the research that does exist tends to be focused on the outcomes for PSTs and not for teachers in the host country. This research contributes to this gap by reporting on the outcomes of a four-week international practicum in the Solomon Islands for Australian undergraduate primary PSTs and in-service Solomon Islander teachers. HREC approval was granted from the researchers' university. PSTs completed weekly written reflections, a pre- and post-trip teacher efficacy scale, a post-trip online survey, and a 12-month follow up focus group. In-service teachers also completed a pre- and post-teacher efficacy scale and participated in digitally recorded focus group discussions for three of the four weeks of the program. Preliminary findings indicate that PSTs experienced substantial development in teacher identity, classroom confidence, cultural understanding, and in their strategies for supporting students who speak English as an additional language. PSTs also reported that their worldview was impacted, as they were exposed to this Global South (Developing) Country with its lack of resources, limited access to education, and general lack of privilege compared to the Australian context from which they have come. These outcomes were still reported at the 12-month follow up. In-service teachers reported the significant benefit for their professional learning and that the ongoing placement relationship has had a broader positive impact across the school. The implications of these findings, in regard to the responsiveness of teacher education in engaging PSTs in this more global-focused education, are important to consider in addressing both quality teacher education as well as for enhancing education outcomes for Global South World countries like the Solomon Islands.

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**Jennifer Rennie, Simone White, Peter Anderson, Anna Darling**

*Preparing teachers to work with and for remote indigenous communities: Unsettling institutional practices*

This paper reports on data from two separate Australian Government funded projects related to the development of a remote professional experience. The first project, PREEpared (<https://www.prepared.com>) was interested in finding ways to better prepare pre-service teachers and teacher educators to counter oppressive curriculum and pedagogy and work with and for Australian remote communities in the context of Initial Teacher Education (ITE). The second involved planning, implementing and evaluating two remote placement experiences to understand the experiences of all relevant stakeholders. The question of how can ITE best serve remote communities was posed and a themed analysis conducted from a range of interview responses. Findings suggest those in initial teacher education need to unsettle some of the taken-for-granted professional education practices and documents the essential elements of a curriculum necessary to prepare pre-service teachers to work and learn in ethical, respectful and reciprocal ways. Analysis suggests that a specialised initial teacher education curriculum and professional experience that acknowledges and respects local needs and contexts is needed to adequately prepare teachers to work in and for remote communities where it is difficult to both attract and retain teachers.

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### 3.03

#### SYMPOSIUM

**Alison Lugg, Debra Edwards, Melanie Nash**

*The benefits of “not knowing”: Uncertainty as generative space in pre-service teacher development in professional experience*

This symposium draws on 3 different case studies investigating emergent professional experience programs focused on social and/or ecological justice goals. The case studies, based in local and international settings, demonstrate that ambiguity and uncertainty, while challenging, can foster productive conditions for pre-service teacher development. In these circumstances, participants' "not knowing" drives genuine collaborative work that requires relational agency and the development of relational expertise (Edwards, 2011, 2012). Authentic practice in complex social and cultural spaces enabled pre-service teachers' to solve problems, show initiative and take on challenging roles and responsibilities.

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### 3.08

#### SYMPOSIUM

**Joce Nuttall, Simone White, Barry Down, Sue Shore, Annette Woods, Martin Mills, Katherine Bussey**  
*Strengthening a research-rich teaching profession for Australia – Final report*

This symposium reports on the final recommendations from a profession-led, joint initiative across three education peaks bodies in Australia – the Australian Association for Research in Education (AARE), the Australian Teacher Education Association (ATEA), and the Australian Council of Deans in Education (ACDE) (through the Community of Assistant Deans Research (cADRE)). The research project sought to identify recommendations to education systems (particularly at state and federal level) designed to enrich research activity and engagement to foster sustainable, self-improving schooling and early childhood education in Australia.

Paper one will contextualise the research within Australian education and higher education policy, particularly the influence of the report of the Teacher Education Ministerial Advisory Group (TEMAG, 2014), and will provide an overview of the research design. Paper two will summarise the findings of phase one of the project, in which qualitative data were collected during 21 round tables across seven different locations in Australia. Data from the round table discussions was analysed for salient themes, and recommendations put forward by the participants were taken forward into phase 2 of the project. Paper 3 will present findings from phase two of the project, which involved the administration of a national survey of teachers and early childhood educators, system leaders, teacher education students, teacher educators, and policy workers. The symposium will conclude with an open

discussion, facilitated by the Chair, in light of the provocation set in the introduction, and the findings presented in Papers one and two.

**Paper 1: The context for a research-rich, self-improving education system in Australia.**

**Presenters: Joce Nuttall, Martin Mills**

This paper reports on the background, context, and design of this collaborative research project. The paper defines how the project set out to explore what a research-rich and self-improving education system for Australia might involve, in the context of contemporary policy moves in education and teacher education in Australia and internationally.

Building on the ground breaking work of the BERA-RSA inquiry into the role of research in the teaching profession in the UK (BERA/RSA, 2014), the Australian Association for Research in Education (AARE), Australian Council of Deans of Education (ACDE) and the Australian Teacher Education Association (ATEA) initiated a national project across states, education systems, and education jurisdictions to identify ideas, issues, challenges, and opportunities to strengthen Australian teaching, teacher education, and education policy development through research. The project was founded on the understanding that stakeholders have vital knowledge, practical understandings, and innovative ideas on issues related to the teaching profession.

**Paper 2: Recommendations to foster a research-rich education profession: An analysis of round table discussions with educators, leaders and policy workers.**

**Presenters: Simone White, Katherine Bussey**

The purpose of this paper is specifically to report findings from phase one of the larger project and discuss what can be learned by listening to the perspectives of diverse stakeholders within the teacher education field. Stage one of the inquiry is reported in this paper, and involved 7 workshops with a total of 21 roundtables with representatives from schools and early childhood services, teacher education providers and education systems. The workshops addressed four key questions: (1) How do you encounter research at present in your professional life? (2) What are the barriers to participation and engagement with research for education professionals in Australia? (3) What unrealised opportunities are there for participation and engagement with research for education professionals in Australia? and (4) What are your recommendations for overcoming these barriers and realising these opportunities? Data included field notes and collaborative records of the round table discussions, produced as workshops were under way. Results were reported in the form of recommendations from participants to systems. The recommendations include a call for a focus on practitioner inquiry and research capabilities to be strengthened, strengthened links to other accreditation and standard setting requirements, and calls for greater understanding of research to be developed across leaders and educators in the field.

**Paper 3: Exploring education research, policy, and practice in Australia: A national survey**

**Presenters: Joce Nuttall, Martin Mills, Katherine Bussey**

Paper 3 presents findings from phase two of the Strengthening a research-rich teaching profession in Australia project. This involved the administration of a national survey to peak representative groups. The survey collected data in three sections from ~400 participants. The participants included teachers and early childhood educators, teacher educators, system leaders, and policy workers. The first section asked participants to provide demographic data. In the second section, participants were asked to rate their levels of agreement with issues and statements developed from the thematic analysis of phase one data. Third, data were collected on the priorities of participants in relation to their ideas for improving and strengthening research-rich teaching.

The survey was designed to identify ideas, issues, challenges and opportunities in building a research-rich teaching profession. Analysis of the data has revealed differences in priorities between practitioners, systems' leaders and researchers in the field. The analysis provides evidence that the perspectives of a broad range of stakeholders can provide important insights toward improving teacher education and the quality of education systems.

**References**

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## DAY 3: Friday, July 6<sup>th</sup> – Morning

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3.08/3.09

### KEYNOTE ADDRESS

**Professor Tom Are Trippestad, Western Norway University of Applied Sciences**

*Drift and mastery – and the rhetoric of reform in teacher education*

In the knowledge society, education is perceived as a hub to improve a wide range of sectors in a global and economic competitive climate.

Because teachers are recognized as the most important factor in improving education, reforming teacher education is at present at the core of educational policymaking in many countries around the world. Non-governmental as well as governmental policy makers look at teacher education as the key lever for raising achievement, improving schools and elevating the standard of education systems (Barber and Mourshed 2007; Furlong et al. 2000). Reforming how student teachers are educated and rearranging their work, identities and knowledge constructs also represent strategic efforts to shape the identity and work of teachers and the teaching profession in general in a further attempt to change schools (Cochran-Smith et al. 2011; Hulme 2016).

The identification of the importance of teacher education, together with the contradictory and often idealized visions and goals from a wide array of stakeholders, produces continuing struggles for teacher education, affecting teacher education in a profound way (Swennen 2012). Through the focus on reforms of teacher education, significant struggles become visible (Zeichner 2009). In the intensified struggle for teacher education nationally and internationally at present, the voice of teacher educators is often missed or marginalized.

The keynote discusses contemporary struggles for teacher education, focusing on how political ideology and new governance ideas shape new conditions for the work of teacher education and teachers. Through rhetorical analysis, the key note discusses prominent political arguments, the social architecture of reforms and identify typical deficits of contemporary reform regimes using Karl Poppers' *The Open Society and Its Enemies* as a critical recourse.

The presentation gives key findings from the book *The Struggle for Teacher Education. International perspectives on Governance and Reforms*, edited by Tom Are Trippestad, Anja Swennen and Tobias Werler; a book written from the viewpoint of teacher educators and researchers experiencing the real-life effects of teacher education governance and reform in Norway, England, Finland, Australia, The Netherlands, South Africa and several South American countries.

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3.03

### WELLBEING IN EDUCATION SETTINGS

**Jenna Gillet-Swan, Deanna Grant-Smith**

*Professional Experience (PEX) - supervisor and administrator perceptions of the student experience of PEX*

Professional Experience (PEX) is an integral, core component of pre-service teacher education programs, essential in the preparation of pre-service teachers to obtaining real-world teacher experience. While there have been numerous studies focusing on different aspects of student professional experience (e.g. academic factors, mentor teacher relationships, behaviour management, and content knowledge), less attention is given toward incorporating multiple stakeholder perspectives as a means to understand student experience through multiple lenses. Professional experience supervisors and administrators are key resources for a student's professional experience, often being one of the first to know when students are struggling or experiencing difficulties balancing their practicum with other aspects of their life. Previous research into the pre-service teacher student experience of practicum using a wellbeing lens highlighted the difficulty in accessing some students experiencing the most professional experience challenges. As one of the first points of contact for students during placement, professional experience supervisors and administrators aid in providing missing insight into the extent education

students can cater for and respond to different aspects affecting their wellbeing and professional experience in situ.

Building upon findings from a similar project focused on the student perspective, this study explored factors contributing to student experiences of practicum from staff perspective, using a wellbeing lens. Participants were staff directly involved with administration and/or co-ordination of professional experience activities. Semi-structured interviews were conducted with 12 academic professional experience supervisors and administrators from within an Education Faculty. University ethical clearance was obtained, and all ethical processes and procedures adhered to. Through exploring the complexities of professional practice from staff perspective and the implications for student teacher wellbeing, this study provides information regarding factors impacting on pre-service teacher experiences of professional experience from staff perspective, not necessarily accessible via 'hard to reach/access' students such as those who dropout, while also outlining implications for student wellbeing. In doing so, identification of targeted support strategies and interventions provided by those involved in teacher education may be better suited to the expressed wellbeing needs of the pre-service teachers.

It also examines the quality of the student experience when undertaking PEx placements from staff perspective. The insight obtained through this project assists in identification of ways available to streamline support for students and address varied perceptions of support provided to students undertaking professional experience placements. Through harvesting staff feedback, insights, and experience of factors impacting preservice teacher wellbeing as relevant to professional experience, the quality of student practicum experience can be enhanced in a coherent and streamlined way. In understanding the student experience of placement from a range of perspectives within a wellbeing lens, wider implications for practice may be ascertained, with the findings identifying ways students, university supervisors, and administrators may be better supported during the professional experience.

**Katarina Tuinamuana, Amy Chapman, Natasha Wardman**

*Being and becoming professional: Personal, political and professional domains in graduate teacher identities*

Against the backdrop of successive neoliberal reforms, graduate teachers are entering workplaces increasingly geared toward assessing their practices, monitoring their performance and ensuring accountability. Within the Australian setting, 'teacher quality' has emerged as a critical site of regulation. The premise that 'there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes' is pervasive (Australian Teacher Performance and Development Framework 2012, p. 2).

In view of this regulated pursuit of 'teacher quality,' we are compelled to ask a series of questions: how do teacher development processes and broader societal and cultural contexts interlock? What impact do these largely instrumentalist policies have on graduate teachers in their transition from university to the workplace? How do they affect graduate teachers' practices, professionalism and career engagement? In this presentation, we offer a series of situated cases studies (as part of a larger study) that critically address how the personal, political and professional dimensions constitute graduate teacher identities and, in turn, contribute to better understanding the complex interplay between broader policy contexts and the more localised, lived experiences of beginning teachers in entering schooling systems. These case studies are part of a larger study design that employed individual, semi-structured interviews with 49 new teachers across a selection of 16 Sydney schools. Ethics clearance was obtained firstly through the university, and then through the school sector system. Conceptually, we engage with Nicole Mockler's (2011) understanding of teacher identity politics. Mockler provides a productive framework for exploring teacher identity that moves beyond evaluating specific programs such as mentoring, arguing that teachers' identities are constantly in flux. Specifically, she suggests that they are constituted via the negotiation of three inextricable axes: the political, professional and personal. While dominant discourses promulgated in policy and the media re-cast teaching in economic-centric terms, we must gauge how graduate teachers respond: has this shift influenced their conception of teaching? Does it inform their transition into the workplace? As will be addressed in the paper, navigating these complexities has long-term implications across a number of governance and practice levels, including schools, universities, and school systems. We also point to data implications for teachers' everyday classroom practice, collegial relationships, professional identities, professional learning and pastoral care needs, career progression, and commitment to the profession.

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**Shareen Sapsworth, Sandy Farquhar**

*Practicum partnerships in ECE*

Influential policy documents in the early childhood initial teacher education sector in Aotearoa New Zealand emphasise the importance of relationships and collaboration. These ideas are integral to the New Zealand early childhood curriculum, *Te Whāriki* (2017), which is closely followed by the whole early childhood sector (from early childhood centre through to teacher education provision). However, developing robust and meaningful relationships among busy teachers in centres, students and university lecturers, and with the limited resources of faculties, can be difficult.

Despite this difficulty we saw the possibility of strengthening relationships among all of the above participants by focussing on the student practicum. In 2016 we undertook a pilot study to explore possibilities of developing practicum partnerships among first year student teachers (in a three-year programme), associate teachers and university professional supervisors. Developing on the early childhood curriculum key principle, *Ngā hononga* - developing reciprocal and responsive relationships - we wanted to explore the learning that might arise - primarily for the student teacher - from pairing students on practicum and fostering a shared learning approach. The results of this pilot suggested that this approach provided a valued opportunity for collaboration and learning for all partnerships.

Following on from this pilot, a survey was designed to further explore the benefits and drawbacks for all participants. This presentation shares findings from both the pilot as well as the 2017 study. It will discuss our engagement with centres and how we overcame ethical issues. Some of the findings from these studies will be shared including discussion of the positive impact on student teachers and the factors that affect the quality of paired student teachers' relationships."

**Robyn Brandenburg, Sylwia Wojtaszek, Bernadette Warburton**

*Identifying and examining the factors that contribute to successful educational outcomes for disengaged youth*

Youth disengage from mainstream schooling for multiple reasons and research suggests that targeted and coordinated efforts from all involved in education must be a priority if this complex and enduring issue is to be successfully addressed (Hayes, 2012; Smyth & McInerney, 2011). The aim of this research was to identify and examine the factors that contribute to successful educational outcomes for disengaged youth who participate or have participated in a non-mainstream education program in a Regional Area in Victoria. This qualitative research project focused on 'student voice' and feedback to understand more about the student experience as a means to inform approaches to education success, progression and learning re-engagement. With student consent, semi-structured interviews were conducted with 7 students (4 current and 3 past students) and the interviews were audio-recorded and transcribed. Using a thematic approach, the data was categorized and coded, and key themes were identified (Lankshear & Knobel, 2004). Semi-structured interviews were also conducted with two key stakeholders and researcher field notes from all interviews contributed to the data set.

This research study was conducted as a narrative inquiry so as to broaden the understanding of the students' experience of re-engagement with learning (Clandinin & Connelly, 2000). The emergent themes related to the structure of the learning and teaching environment; teacher, teacher-student and peer-peer relationships; individual opportunities and expectations; the role of fear and anxiety in learning and, communication and skill development. This paper highlights the insights into the critical student experiences that have had a profound effect on re-engagement with learning and the impact that a non-mainstream program has on student efficacy, confidence and transition to achieve personal goals and aspirations.

The research project was approved by both the University Human Research Ethics Committee and the Victorian Department of Education and Training. A key focus of the research approach was to work with the students and to encourage each student to share her/his experiences in a safe, relaxed and trusting environment. In this way, 'student voice' was privileged. New understandings and insights related to ethical research practice will be highlighted during this presentation.



The results of this research contribute further knowledge and understanding for youth, teachers, principals and government policy designers about the factors that contribute to successful re-engagement of youth with education. This approach positively impacts youth who have experienced disengagement with mainstream education and offers a transitional pathway back to education and/or the workforce.

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### 3.04

#### TEACHER EDUCATORS AS RESEARCHERS

##### **Abbey McDonald, Malcom Bywaters, Katie Wightman**

*Cultivating quality professional learning partnerships between schools, universities and other stakeholders: Take-aways from two Tasmanian case studies*

This paper shares insights from an initial evaluation of collaborative Arts teacher professional learning initiatives recently implemented in Tasmania. The teacher professional learning programs involved multi-stakeholder investment from tertiary institution, teacher professional association, Arts industry and a Tasmanian Department of Education teacher professional learning institute. The paper unpacks how a framework for professional learning partnerships was adapted for a Tasmanian art teacher professional learning context to successfully permeate stakeholder boundaries and draw together external expertise to co-evolve 'many to many' reciprocal partnerships for successful art teacher professional learning.

Drawing together a rich tapestry of survey and interview data, this presentation renders qualitative and quantitative outcomes to highlight how professional learning initiatives in Tasmania are working support art teachers to develop confidence in their enactment of The Australian Curriculum – The Arts. Given Tasmania did not meet its intended 2017 implementation target for teacher adoption of The Australian Curriculum – The Arts, collaborative professional learning initiatives such as these that maximise the efficiency of traditionally siloed support mechanisms to collaborate reciprocally, seamlessly and successfully are imperative. This presentation will argue the need for professional learning stakeholders to better understand and navigate uncertainties inherent to cultivating successful 'many to many' professional learning partnerships. In doing so, transferable 'take-aways' for other teaching contexts are drawn from these Tasmanian art teacher professional learning examples to highlight how such collaborative teacher professional learning initiatives might be fostered elsewhere in other contexts.

This paper entwines findings from two HREC Research Projects - H0016439: Cultivating quality professional learning partnerships between schools, universities and other stakeholders; and H0016197: Classroom collaborations - Curriculum art-ventures of primary students and teachers.

##### **Joanne Hayes, Rawhia Te Hau-Grant, Hoana McMillan, Sue Werry, Qilong Zhang, Lois France, Paula Cown, Ruth Barnes, Roberta Skeoch**

*From research to reality: A journey in enacting research findings*

The New Zealand Education Council requires that initial teacher education programmes are informed by sound research and that staff are research active (Education Council, 2017). Research should underpin both the content delivered and the pedagogy and practices employed in teacher education programmes. This presentation will detail how research projects undertaken by lecturing staff have informed both pedagogical practice and the five

year review and redevelopment of an early childhood initial teacher education programme in Aotearoa New Zealand. Both the research projects discussed took a qualitative approach to data collection and analysis and had ethical approval from the organisation's research committee.

Interview data were used to elicit the perspectives of associate teachers, students and lecturers on the practicum assessment process. It was found that tensions exist in the assessment of practicum and that students often felt disempowered during the triadic assessment process. The findings from this research provoked lecturers to reflect on their approach to the observation of student practice and the feedback given. Consideration during the review of the programme was given to empowering students to take a more active role in the triadic assessment process.

An action research project looked at the difficulties students experience in learning and using te reo Maori and tikanga (Maori language and practices) during their initial teacher education and how developing competency and confidence in understanding and using te reo and tikanga could be better supported by their teacher educators. A key finding was the need for a cohesive approach across all courses, rather than teaching of te reo and tikanga being mainly confined to a few specific courses. Implementing a cohesive approach involved all members of the wider team in reflecting on their own practice and competency and communicating and planning for cohesion across courses in the existing programme. It was also identified that it would be beneficial to "spell out" more clearly the indicators of practice we were looking for when assessing te reo and tikanga competency when students were on practicum. Adjustments were made to courses as was possible within the existing programme and the findings informed some structural changes in the programme when it was reviewed thus embedding the research findings in the fabric of the programme.

While sharing research findings in journal articles and at conferences is an accepted part of academia, this presentation will demonstrate the value of research about initial teacher education for programme development and review and as a basis of reflection by teacher educators on practice; how implications of research findings are enacted to become reality.

**Catherine Lang, Dorothy Smith; Jacolyn Weller; Lee Koh**

*Cybersecurity in primary schools: experiences of industry engaged research*

In this paper we address the socially critical issue of cybersecurity. Education in schools around Cybersecurity is viewed as necessary, but problematic. There have been two strands to the public debate. The first is around the need to educate children to be savvy users of technologies that are viewed as disruptive, the other is concern around the capacity of teachers and schools to respond to what is seen as a contemporary problem.

<named centre>, is a Victorian School Science Centre with a brief to build Science Technology Engineering and Maths (STEM) literacy of students and teachers and the wider community through innovative programs and teacher professional learning. We partnered with <named centre> to investigate the impact of a teaching tool developed by the Centre on student understandings of cybersecurity. Through managed interactions we have captured student, teacher, preservice teacher and parent perceptions of aspects of this socially critical issue and approaches to education about cybersecurity.

Year 5 and 6 students and their teachers from four schools across Victoria, including schools in regional centres, participated in a learning experience using the teaching tool, which is an online program designed to teach an aspect of cybersecurity. In one school parents also participated. Pre-service teachers participated in the delivery of the program and provided reflections afterwards. Data generated included online surveys and focus group interviews. Each school in the sample presented a context-influenced experience. This will be elaborated further in the presentation.

We will also discuss the challenges we encountered as academic researchers working with an industry partner to deliver a pilot of a sophisticated digital learning tool in its developmental stages. We will specifically focus on the interplay between the needs of the industry partner, our pedagogical goals for the learning of our preservice teachers and the Year 5 and 6 students, and our own priorities as researchers. Industry engagement has become a high priority in most Australian universities; in presenting and reflecting on our experience our aim is to join a conversation about the strengths and limitations of doing research in this way.

**Brian Mundy**

*Scholarship and the academic teaching scholar*

Research focus: In 2015 the college of education at Victoria University appointed a number of academic teaching scholars (ATS). Most of these new positions had a clear focus on teaching and the scholarship of teaching and learning (SoTL). This presentation will explore the nature of scholarship, the type of scholarship possible within these positions and the challenges and issues around them. An expansion in the number of these positions at the university and similar ones in other universities means that it is important to consider the implications of this process. It is one key element in the rapidly changing nature of university courses.

Research method: The research in this presentation grew from a small project conducted under the leadership of Dr Neil Hooley and involving 4 academic teaching scholars and is based primarily on discussions within this group and the 3 year experience and self study of the author. Data for this project has been developed through reflection and self study. It has been collated within an eportfolio and consists of student feedback, written and visual journals. Reflections on this project and the role itself have led to the development of this presentation.

75% of the workload of ATS is teaching and 25% is for scholarship and service. Specific time for other research is not allocated. The teaching load is high consequently and finding time for scholarship of teaching and learning is difficult but not impossible. Teaching loads vary across the calendar year and making productive use of quieter periods is critical.

Conceptual Framework: Scholarship for ATS is essentially scholarship of teaching and learning (SoTL). SoTL is the systematic study of teaching and learning which is documented and may be subject to peer review. It is also a much more practical form of scholarship (often professional development) related to completing our evolving roles within the college such as developing skills in ICT and the construction of our collaborative learning spaces and the convening of subjects.

Challenges identified include: time available for research/scholarship, the intensity of teaching during semesters, the expanding complexity of the ATS role, workload, finding time for meetings, resources for completing scholarship, professional networking opportunities, variations in understanding of the role by ATS and colleagues

Implications for the teaching of education courses include the increasing number of these types of positions, an emphasis on quality teaching as this is the primary criteria in the appointment of ATS, the lack of research outside of SoTL by these teaching focused academics, the evolving nature of these roles without the big picture of education courses.

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**3.08**

**SCHOOL–UNIVERSITY PARTNERSHIPS**

**Beverley Cooper, Bronwen Cowie**

*Theorising a collaborative university school practicum partnership*

The Collaborative University School Partnership (CUSP) programme was designed to enhance teacher, university lecturer, and student-teacher experience of the school-based components of the ITE programme by weaving the university and school-based components into a more coherent and seamless whole to which each community contributed and benefited. In the co-constructed and reconceptualised school-based programme, lecturers and teachers became jointly responsible for student-teacher development.

Underpinned by a developmental evaluation based on a combination of design research (Cobb, Confrey, diSessa, Lejrer & Schaube, 2003) and a design based intervention approach (Penuel & Fisherman, 2012) we aimed to produce robust explanations of innovative practice and provide principles that can be used in other settings.

Data was collected from multiple sources including meeting minutes during the development and implementation, artefacts of the development phase, surveys and interviews for two cohorts of student teachers, their lecturers and mentor teachers each year of their three year programme. In addition two in-depth case studies where principals and lead teachers of two CUSP schools were interviewed at the start, middle and end of the first year of the ITE programme and a reflective interview was conducted three years later when the first student teachers to

experience CUSP were in their first year as beginning teachers. Mentor teachers in the case study schools were surveyed twice in year-one for both cohorts and interviewed three years later.

Key findings illustrate the value of Wenger's notions of mutual engagement, joint enterprise and shared repertoire. To understand work at the boundary we also drew on Wenger's proposal that interaction between communities is supported by boundary practices, objects and brokers. These constructs assisted in understanding how key practices, objects and people operated at the university-school boundary to support the development and the implementation of the CUSP initiative. Combined the two sets of constructs were helpful in understanding the importance of bringing those at the periphery of a development into the centre of the hybrid community that enacts and sustains an innovation."

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

*School-university partnerships: A systematic literature review*

Within the current uncertain times in Australian teacher education, there are ongoing concerns regarding the perceived divide between theory and practice (Korthagen, Loughran, & Russell, 2006; Mayer, 2014; Teacher Education Ministerial Action Group, 2014). This divide can be seen in initial teacher education (ITE) programs where the theories of education that pre-service teachers (PSTs) study within their university courses remain distinct and separated from the development of their practice through participation in school placements (Darling-Hammond, 2006; Korthagen, Loughran, & Russell, 2006; McConney, Price, & Woods-McConney, 2012). Research suggests that this approach may lead to graduate teachers being unprepared for the complex realities of the teaching profession (Le Cornu, 2015; McConney, Price, & Woods-McConney, 2012; Nahal, 2010).

Internationally, a variety of strategies have been proposed to bridge the divide between theory and practice during ITE programs (Adoniou, 2013). These include fast-track teacher education schemes such as Teach for America (Hootnick, 2014), and overhauls of ITE programs to incorporate authentic learning experiences that are meaningfully linked to theory (Bell, Maeng & Binns, 2013; Darling-Hammond, 2006). One strategy that has been used within Australia to address the theory-practice divide in traditional ITE programs is the implementation of school-university partnerships (Kruger, Davies, Eckersley, Newell, & Cherednichenko, 2009). These partnerships capitalise on the expertise of both university academics and school teachers within ITE (Aspland, 2006; Forgasz, 2016; Mason, 2013). Zeichner's (2010) concept of 'third space', where school and university meet, can be used as a framework for understanding and implementing such partnerships.

In recent years, there has been a range of literature that explores the forms that school-university partnerships can take from either a theoretical perspective (Zeichner, 2010), or grounded in specific examples (North, Singer, & Neugebauer, 2014). However, those that report on specific partnerships typically (and appropriately) focus on just one or, at most, a small handful of related partnerships. This case-based style of reporting on school-university partnerships can make it difficult to establish a broad understanding of the key findings and the gaps in the research that remain (Petticrew & Roberts, 2006).

This conference presentation will present a systematic literature review that has been conducted with the objective to provide collective evidence of the implementation of school-university partnerships within Australia. The review reports on 60 pieces of academic literature published between 2012 and 2017 that investigate specific school-university partnerships in Australia, where the partnerships' purpose is preparing pre-service teachers for the teaching profession. The systematic literature review provides a balanced, evidence-based understanding of school-university partnerships. It provides insights into the range of school-university partnerships in existence, as well as the benefits and challenges encountered through their implementation. The presentation will conclude with a discussion of opportunities for future research based on the findings from the literature review.

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### **Alex Kostogriz, Terri Seddon**

#### *Integrated partnerships: Exploring structural and cultural change in teaching workforce development*

Teacher quality has become a major driver of educational reforms in many countries, leading to a proliferation of various initiatives to increase the effectiveness of initial teacher preparation. Rooted in the legacy of numerous reports and inquiries into teacher education, successive governments in Australia have initiated reforms that are increasingly based on the redistribution of accountability to various stakeholders to deliver large-scale changes. In this context, school-university-system partnerships have been identified by the Commonwealth and State Governments as a new form of 'inclusive' governance characterized by relationships of collaboration and common responsibility. This emphasis on partnerships extends across educational governance ambits, and out into the very future of the teaching workforce. As such, partnerships are seen by policy-makers as a means to ensure teaching quality, as well as a solution to structural and cultural problems of teaching workforce development. But what is

the effect of these multi-level partnerships that broaden the governance framework to better accommodate stakeholder interests?

This paper reports on the first phase of the ARC funded project Teaching workforce development through integrated partnerships. It explores how the governing knowledge of ‘teaching quality’ defines the purpose of partnerships in terms of teaching workforce development and how the institutional and cultural trajectories of schools and ITE providers as workplaces have been reoriented to also become learning spaces for teachers and teacher educators. The paper explores four inter-institutional networks as ‘spaces of orientation’ that define the developmental trajectories of integrated partnerships and their design to support work-based learning. The local and trans-local texts that mediate ‘spaces of orientation’ are analyzed to trace the development of partnership networks and their materialization as conceived, perceived and lived spaces of educational work and learning. Our core empirical interest lies in the way mentor teachers and teacher educators materialize their resourceful practices of educational work and learning through the redesign of schools as workplaces and their reconfiguration as learning spaces for beginning teachers. The findings help us better understand the expected, and also uneven and unexpected, effects of partnerships on the educational spaces where pre-service teachers are being prepared for work.

**Sarah Nailer**

*The partnership pandemic: School-university partnerships as a ‘regime of truth’*

School-University Partnerships have proliferated in Australian Teacher Education, as they have in the United States of America and England in recent decades. While research into partnerships abounds, it is frequently in the form of individual case studies where the authors are involved in the partnership. These individual case studies can contribute to knowledge about partnerships but it means there is limited critique. The current study argues that more questions need to be asked about School-University Partnerships and that rather than “tinkering with the fine tuning” (Vick, 2006, p. 182), those involved need to be asking more fundamental questions about what School-University Partnerships are for and what are their effects? In order to explore the place of School-University Partnerships in Australian Teacher Education, this research draws on the work of Foucault, in particular his genealogical method (1976, 1979). This paper reports on the early findings of a doctoral study involving semi-structured interviews with a range of participants involved in School-University Partnerships. Ethics to conduct these interviews was granted by the institutional ethics committee as well as permission from the school sectors where some participants are based. These early findings suggest that participants see partnerships as a positive and inevitable part of teacher education. While the participants have had experiences with partnerships that have not achieved their aims or have not been professionally rewarding, they still see School-University Partnerships as central to the future of teacher education. I argue that the current policy mandate and the way in which the notion of “partnerships” is used as a “floating and empty signifier” (Burgos, 2003, p. 55) that means both nothing and everything, have contributed to the functioning of partnerships as a Foucauldian “regime of truth”.

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### 3.09

#### PEDAGOGIES OF TEACHER EDUCATION

**Janet Currie**

*Building a positive philosophy for teaching physical education*

A health promoting school will do all that it can to promote the health and wellbeing of all of its members. However, with 1 in 4 Australian children (27.4% aged 5-17 years) overweight or obese, we rely more than ever on the ability of primary teachers to offer effective Physical Education (PE) programs. Regular physical education lessons can provide a positive and sustainable opportunity for children to access regular physical activity in a safe environment. Unfortunately research highlights concern over the lack of confidence of primary school teachers to teach PE. Therefore a program was developed targeting pre-service primary teachers’ participation in a series of workshops aimed at developing confidence and skills in PE. With the support of National Sporting Organisations (NSOs) of Rugby League, Football, Cricket, AFL, Rugby Union, Softball and Jump Rope, students reinforced what they’d learned through practising hands-on strategies. Throughout the program, students engaged in reflective practice, analysing and contemplating on what had been learned and applied. The process of reflective learning was made more accessible through development of a book tailored to the needs of primary teachers outlining relevant theory and reflective questions.



All students were able to develop and articulate an individual philosophy for teaching physical education. The quality of student feedback increased as students built confidence and could relate positively to the learning area. The support and involvement of NSOs was critical to the program's success as students could gain feedback from elite role models as to their skill development, increasing their awareness of community sport, access to resources, and certification. It also provided further reinforcement and quality assurance of what had been learnt and a chance for students to build their repertoire of teaching strategies. Students engaged in reflective practice can learn more about themselves, and gain greater self-awareness of individually held attitudes, values, principles and assumptions that underpin their behaviour and practices in this field.

**Sharyn Livy and Johnson Alagappan**

*Building relationships between universities and schools to enhance pre-service teachers' mathematical learning*

At a National level, there is growing consensus that we need to improve the quality of pre-service teacher education (Teacher Education Ministerial Advisory Group [TEMAG], 2015). A recent review of literature within Australia identified a need for further research, and recommended collaboration and sharing of practice with other education communities if we are to improve our practice (Anthony, Cook, & Muir, 2016). Research has shown that teacher professional learning is more likely to be effective when it occurs within a school context (Darling-Hammond, 1998) but pre-service teachers' exposure to classroom experiences is usually limited to their Professional Experience placements. Furthermore, pre-service teachers often experience a disconnect between university 'theory' and classroom practice (e.g. Gelfuso, Dennis, & Parker, 2015). To address these concerns, a number of Monash University teacher educators have introduced co-teaching partnerships into some of their university classrooms.

This paper reports on a case study of a co-teaching partnership between a mathematics teacher educator and a primary teacher and the phenomenon of co-teaching in a university classroom. The Knowledge Quartet (Rowland, Turner, Thwaites, & Huckstep, 2009) was used as a theoretical framework to illustrate how the co-teaching partnership assisted pre-service teachers to extend their mathematical knowledge for teaching. The pre-service teachers (N=33) were completing a unit on primary mathematics education. Following ethical approval, data were collected from pre-service teachers through surveys and interviews. Additional data included weekly reflections from both co-teachers. Qualitative data were analysed and coded using categories from the Knowledge Quartet identifying how the co-teaching experience assisted the co-teachers and pre-service teachers to extend their mathematical knowledge for teaching.

The co-teaching experience contributed to the professional learning of both co-teachers as well as the pre-service teachers. In particular the pre-service teachers reported how they made sense of their foundation knowledge when using materials to extend their transforming knowledge and make connections with how children learn. Implications for the study highlight how a co-teaching program can be implemented to effectively support pre-service teachers to develop their mathematical knowledge and prepare for real-life teaching practice. These recommendations could assist other universities when considering how to implement a similar program with their pre-service teachers.

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**Claudia Rozas**

*From knowing to doing: defending a broad conception of teaching*

The research focus or problem: Initial Teacher Education is a contested space. It is not just what should be taught in ITE that is hotly contested, but who has a right to a legitimate voice within ITE spaces. In Aotearoa New Zealand, professional bodies like ECNZ have a vigorous presence in delineating what pre-service teachers need to know and

be able to do. Increasingly, this is marked by a performative emphasis on competencies and measurable outcomes. One effect of this practice-focus is the diminished space for pre-service teachers to engage with education in broad terms, in particular, the opportunity to develop philosophical and sociological thinking as a means to negotiate school life.

The conceptual framework informing the research: This paper argues for a broad conception of teaching as a response to the potentially 'narrow' conception offered by a practice-focused ITE curriculum. I use Barnett's (2009) work to explore what he calls the current shift from 'knowing to doing' in education and to consider what this might mean for ITE. Specifically, I consider the place of sociology and philosophy as disciplines, which prevent teaching from being reduced to a technical task. The conception of teaching argued for here is consistent with educational philosopher Maxine Greene's notion of 'wide-awakeness' and her call to 'pay full attention to life' (1977). What does it mean for a teacher to pay full attention to life and how might sociology and philosophy enable this kind of attention?

Research methods, including ethics: I examine the relationship between what we learn and who we become as teachers by addressing three philosophical questions with three short narratives from my own experiences of becoming a teacher. Both the questions and the narratives allow me to play with the idea of what it means to teach and are suggestive of the kind of thinking pre-service teachers should be encouraged to explore.

Key insights or findings, and implications: Ultimately, I suggest that philosophical and sociological thinking foster intellectual dispositions that allow for a broader range of thought and action in classroom life. And, more broadly, to the development of (possibly) un-measurable, but wholly worthy, educational outcomes such as slow wonder and long thinking. Not everything in education can be measured and not all educational challenges can be solved through empirical means. Preparing teachers for a deep thinking life is a way of ensuring the complexity of a teaching life is maintained."

**John Cripps Clark, S. Ledger, S. Tinfall-Ford, H. Nguyen**

*Does time matter? Quality in professional experience*

Australia has mandated the number of days of professional experience in schools for preservice teacher education programs with the expectation that this is the optimal or minimum number of days to graduate quality teachers. In order to understand the importance of time as a contributing factor, the authors conducted a qualitative meta-analysis of reports and refereed research that define quality professional experience. The study critiques literature between 2010-2018, the inception of the AITSL Professional Standards for Teachers. Within this investigation we explore the range of days, the type and structure of professional experience, the nature and configuration of tasks within the given time. Preliminary findings will be presented highlighting key elements of quality professional experience and research gaps, with a focus on time allocation. The paper presents not only a gap in policy but also an evidence base for policy makers, teacher educators and preservice teachers

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## 2.11

### ONLINE LEARNING / CLASSROOM READINESS

**Janet Dymont, Cathy Stone, Jillian Downing, Elizabeth Freeman, Naomi Milthorpe, Tracey Muir, Belinda Hopwood**

*Student view: A pilot study into initial teacher education students' experience of online learning*

The research focus or problem: As the growth in online initial teacher education (ITE) continues in universities around Australia, there are a number of important and timely questions about the ways online ITE students engage with learning that have profound relevance to teacher education providers.

The conceptual framework informing the research: A systematic literature review (>500 refereed journal articles) revealed that the majority of research on the experiences of online teacher education examines student/teacher educator experiences of a single technology (e.g., webconference/facebook/digital gaming) and is often captured at a single time point (e.g., end of semester via interview or exit survey). This review has revealed important 'gaps' in the research literature, namely a need to: 1) interpret ITE student experience more holistically across multiple units of study and 2) capture student voice over time.

Research methods, including ethics: “Student View” aims to better understand ITE student experience of online learning, and to do so using a pioneering methodology, capturing ITE students’ voices over time and across multiple unit offerings. This study pioneers a new, ethnographically-inspired methodology to understand the ‘student view’ of learning online: collecting qualitative and quantitative data regularly throughout semester; comparing engagement among units; and analysing patterns of engagement as they occur.

Key insights or findings, and implications: Analysis reveals the complex and multi-layered factors that influence ITE student engagement with their studies, including: personal attributes and characteristics of the learner; the role of other students (peers) in the online environment; the presence and technological competence of the teacher educator; and, the systems in place within the broader university. These findings provide insight into the ways that online ITE can be designed and delivered to maximize impact and effectiveness.

### **Brendon Hyndman**

#### *The Twitter social media platform and pre-service teacher training? A teacher education exploratory study*

To meet modern study needs, universities have expanded online delivery modes to ensure greater flexibility, convenience and accessibility beyond traditional classroom boundaries for students. Online delivery of courses has also meant greater consideration is required into how learning resources and support can be facilitated within university classes (McMahon & Dinan Thompson, 2014). A consideration for universities in this expanding online market is to how to connect and align learning with the emergence of Web 2.0 technologies which include social media platforms such as Twitter and Facebook. Such social media platforms have transformed how the public can communicate across work disciplines, countries and contexts (Casey, Goodyear, & Armour, 2016). Moreover, the educative purposes of these social media platforms such as Twitter are continuing to be unearthed by exploring the potential of tapping into students' 'personalised' social worlds to develop students' learning (Junco, Heiberger & Loken, 2011).

The Teacher Education Ministerial Advisory Group (TEMAG) identifies key areas such as the use of innovative technology, providing strategies to improve 'classroom readiness' and innovative program design and delivery to strengthen what providers teach. The Australian Institute for Teaching and School Leadership (AITSL) standards also note the importance of using information technology, variety in teaching strategies and engagement in professional learning to improve practice. Yet there is an absence of research determining the potential of social media within teacher education training, especially in Health and Physical Education Teacher Education (H-PETE). The aim of this paper is to therefore determine pre-service teachers' perceptions of the potential facilitators and barriers to using Twitter within H-PETE training, underpinned by a constructivist online learning framework.

Pre-service teachers (n=35) enrolled at a regional Australian university were recruited to participate via online survey. Themes will be unearthed into how pre-service teachers perceive Twitter to be valuable or restrictive for classroom readiness during H-PETE training across teaching, learning and other communicative areas. Drawing on the recently published findings by Harvey and Hyndman (2018) relating to 'in-service' physical education professionals' use of Twitter, interpretive comparisons will be drawn. The findings from the study will offer guidance to tertiary institutions as to whether Twitter can be an important inclusion to improve classroom readiness within H-PETE and other teacher education units both now and into the future.

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**Angelina Ambrosetti and Kathryn Murray**

*Insight into classroom readiness: Justifying performance judgements*

The professional experience component of an initial teacher education program provides pre-service teachers with practical opportunities to develop the capabilities a graduate teacher requires. During the professional placement, pre-service teachers are provided with feedback on their performance and progress towards such capabilities. Explicit feedback assists pre-service teachers to achieve their specific professional goals. However, on completion of the placement, mentor teachers are asked to make a judgement about the pre-service teacher, usually in relation to the Australian Professional Standards for Teachers.

The research project reported on in this presentation examines the judgements made about pre-service teachers in their final professional experience. The Queensland Professional Experience Reporting Framework and the associated final professional experience recommendations were used by mentor teachers to determine pre-service teacher's classroom readiness. The final professional experience report in Queensland requires mentors to complete a sliding scale of specific capabilities in the form of the Australian Professional Standards for Teachers (at graduate level) and to provide a comment which backs up or justifies their judgement. Soon to be graduates are judged on their planning, teaching, management and assessment practices as well as their professional conduct.

The aim of the project was twofold. Firstly, the project examined the links between how the pre-service teacher is rated (using the sliding scale) against each Standard and the justification provided that was provided for that rating. Secondly, the project sort to draw conclusions about the understanding of the Australian Professional Standards for Teachers by mentor teachers. A sample of final professional experience reports was analysed using a thematic frame that was derived from the Australian Professional Standards for Teachers. Justification comments were coded according to key capabilities identified in the standards and then re-coded according to the focus of each section of the report (planning, teaching, management, assessment and professional conduct). The findings of the research project identified a wide variant of the types of justifications that were made. At one end of the scale were those reports that had no justification about the final rating the pre-service teachers were given, and at the other end, justifications that provided examples of actions and demonstrations taken by the pre-service teachers in relation to the Standards. It was also concluded that in most instances, mentors had a clear understanding of the standards and what evidence they used to determine the final rating of the pre-service teacher.

**Thị Hồng Nhung Nguyễn**

*Teacher education's direct contributions to society through work-integrated learning*

Like the professional disciplines of medicine and nursing, teacher education has required work-based experiences as mandatory in the preparation of its graduates for employment. The internationalisation of teacher education and the globalisation of the teaching workforce provide significant educational benefits. However, in some Key Learning Areas (KLAs), these developments have proved problematic due to the competing socio-political agendas that are brought into play. This is especially for languages education. In recent years, work integrated learning (WIL) has gained an enhanced profile in language teacher education. This study explores approaches to using WIL in language teacher education in contributing to society. The research study focuses on issues of curriculum, assessment, teacher-research, policy, funding and collaboration among key stakeholders in the WIL programs in teacher education through the lens of knowledge and power relation.

Data collected in this case study comprised documents and semi-structured interviews (n=32). Photo-elicitation was integrated into the interview process. By using a set of photographs relating to work integrated learning in teacher education as stimulus, this research interviewing technique was to activate the research informants to share their memories of their work and give their responses, attitudes, views and beliefs in teacher education through work-integrated learning. Research participants included the university managers, academics, students and community-based staff who were involved in two work-integrated learning programs implemented in Vietnam and in Australia. Ethics application for this research project had been approved before data collection took place at the two research sites.

Results of this study highlight the key contributions of teacher education through work-integrated learning in terms of knowledge production and social development. With the mission of preparing teachers for the education system and society, teacher education through work-integrated learning presents its multiple roles as a critical knowledge provider; a lifelong learning motivator; a social change driver and an educational co-policymaker. These roles involve many stakeholders and go along with the complication of power hierarchy. Findings suggest implications for work-integrated learning practitioners, teacher educators, researchers and educational policymakers. The study suggests further investigation of the relation of knowledge, power and gender in multi-layer partnership in the internationalisation agenda of Higher education.

### DAY 3: Friday, July 6<sup>th</sup> – Afternoon

#### 3.03

#### SYMPOSIUM

**Graham Parr, Nikki Aharonian, Helen Woodford, Scott Bulfin**

**Discussant: Prof. Alex Kostogriz**

*Teachers and teacher educators writing in praxis-based professional learning communities: An international conversation*

Literature and policy across the world agrees that highly skilled educators who are actively engaged in ongoing professional learning are best positioned to improve student learning in schools and initial teacher education. Despite this global consensus, there is ongoing debate about the *types* of professional learning that should be supported by institutions, communities or governments, and about theories of learning and accountability regimes that shape policy and practice in teacher professional learning. One example of an area of contestation is teachers writing and talking in professional learning communities.

Several countries support ongoing 'writing projects' for teachers (and sometimes for teacher educators, too), where groups of teachers periodically come together to write and talk, as part of their commitment to professional learning and community building. The most widely known is the 'National Writing Project' in the US, which has operated since 1974. With generous federal government funding, the US NWP continues to thrive, with 200 networks meeting regularly across the country (Whitney et al., 2014). In the UK (Smith & Wrigley, 2016) and New Zealand (Locke, Whitehead, Dix & Cawkwell, 2011), teacher educators have led the development of successful national writing projects. In other countries, including Australia and Israel, a number of teacher writing projects have attracted international attention, although they have yet to develop on a national scale.

This symposium critically reports on different teacher writing projects in Israel and Australia that operate according to similar dialogic praxis principles (after Bakhtin, 1981; and Freire, 1972). Symposium papers will situate their reports within particular national policy contexts, and examine writing produced within the projects to reflexively consider the experience of leading and participating in teacher (and teacher educator) writing communities.

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**Paper 1: Exploring the archaeology of praxis-based English educator writing groups in Australia**  
**Graham Parr & Scott Bulfin**

Standards-based education reforms have been powerfully mediating the work of teachers in schools and university-based teacher education institutions for more than a decade, with varying consequences (e.g., Parr, 2010; Sahlberg, 2011/15). The teacher education sector initially appeared to be insulated from the most prescriptive of these reforms, while teaching practices in the schooling sector were increasingly shaped by standardised testing regimes and globally derivative professional standards (Nichols, Glass, & Berliner, 2006). There is now a substantial body of literature documenting the shaping effects of standards-based reforms on the professional learning and identity work of teachers and teacher educators, in addition to their more obvious impact on curriculum, pedagogy and student learning practices (e.g., Diamond, Parr & Bulfin, 2017).

Throughout the past two decades, some professional associations and educator-led groups have been speaking back to this standardising imperative in education in ways that challenge the logic underpinning standards-based reforms and yet still help to equip educators for the intellectual and professional challenges of working in this standards-saturated world. This paper provides an archaeological/historical perspective on this speaking back, leading to the recent development of two praxis-based professional learning projects, in which writing as a social and dialogic practice is central to the dialogic professional learning of the participants. One of them, the stella2.0 project, was developed with the support of the Victorian Association for the Teaching of English. The other is located within a large multi-campus urban university. Both projects include teachers from a wide cross-section of career stages and sectors of education: early-career, mid-career and experienced school-based teachers; pre-service teachers; and university-based teacher educators. All are positioned to learn from and with each other, and the writing produced from within these praxis projects contributes valuable knowledge about English teachers and the discipline of English teaching.

Using Bakhtin's (1981) and Cavarero's (2000) conceptions of language, narrative and identity, we present and critically inquire into the kinds of professional learning and identity work that these praxis communities have attempted to do. Our inquiry examines some of the pleasures and challenges of initiating and participating in praxis-based professional learning communities since the turn of the century, beginning with the large ARC funded STELLA project in 2000. This archaeological work is part of a larger research agenda charting and investigating the praxis work of interconnected communities of English teachers and teacher educators. This larger project aims to document the work of these communities, showing how individual English educators and groups of English educators have continued to strategically negotiate their classroom practices and professional identities in the face of policy pressure that presume a culture of compliance and conformity.

**Paper 2: Teacher writing and conversation in 'uncertain times': A dialogic professional learning program in Israel**  
**Nikki Aharonian**

The role of writing in the professional lives of teachers has been explored since the ground-breaking transatlantic Dartmouth Seminar in 1966 (Dixon, 1967/1975) and the establishment of the 'National Writing Project' in the US in the early 1970s (Lieberman & Wood, 2002). Since the 1990s, teachers' writing and its role in teachers' professional learning has drawn attention amongst teachers, teacher educators and researchers (e.g. Cremin & Locke, 2017). In the past decade, some studies argue that teacher writing can lead to professional agency and growth (e.g. Attard, 2012) and is a powerful means of grappling with the complexities of teaching in 'uncertain times' in which standards-based policies are attempting to narrow and deprofessionalise teaching (e.g. Doecke, 2013).

In this paper, I report on a critical and reflexive practitioner inquiry in Israel, which focuses on a government authorised and funded dialogic professional learning program. Over a period of eight years, cohorts of literacy teachers from different primary schools, met regularly to write and collaboratively reflect on their writing pedagogy. The program interwove practical pedagogy and theory, in a form of praxis. Assuming the role of leader in these programs, I confronted my assumptions about writing, writing pedagogy, teaching and learning and significantly enhanced my professional learning as teacher-educator.

The theoretical framework of this study draws on Bakhtinian concepts such as dialogism (1981) which permeate my pedagogy as a teacher educator and my methodological choices as a researcher. Using narrative inquiry methods, I explore the ways in which ten Israeli teachers, experience and understand learning mediated by writing. Research data includes teachers' written reflections, letters, and narratives, interviews and my research journal. Close readings of the writing and dialogue generated in and around the program explore its potential to



meet the particular needs of the participants in their unique settings and still satisfy standardised requirements in government policy.

This study contends that teachers need time and a space to discuss their practice, their learning, and their professional lives. It shows that encouraging teachers to express their experience, beliefs and knowledge through narrative is a powerful way of engaging them in their professional learning and larger professional or policy conversations. This writing can be an avenue for responding to the pressures of standardisation and accountability (e.g. Parr, 2010). Understandings generated in this study may be useful for the planning of professional learning programs for teachers in Israel and beyond.

**Paper 3: Reconciling valuable professional learning in turbulent times: a personal experience**  
**Helen Woodford**

Negotiating personally relevant and effective professional learning can prove challenging for teachers in these uncertain and testing times (Bohlinger et al., 2015). While teachers, schools and education systems embrace teacher professional learning as a means to ensure continuing improvement in student learning, debates continue about the composition and processes of effective teacher learning. Increasingly standardised and closely-governed approaches to teacher participation in professional learning incline toward simplistic conceptualisations of teacher learning, with accompanying policy often implying direct, identifiable links between teacher learning action and student outcomes. Amid public rhetoric about the need for highly qualified, 'quality' teachers and faced with mandatory requirements of demonstrable professional learning participation, teachers can be left wondering about their role as ongoing learners, their professionalism and opportunities available to them for building their professional knowledge.

There is an enviable history in Australia of English teachers engaging in professional, critical dialogue and reflective writing in a trusting learning community (Parr & Bulfin, 2015), with teachers growing their professional teacher identity, at the same time as they contribute to knowledge about English teaching. Such professional learning communities like this in the US have provided a dialogic space for reflective writing, which in turn enables deep, ongoing consideration of basic assumptions about teaching and learning, and their influence on teaching practice (Whitney & Friedrich, 2013). These communities encourage the sharing of stories of professional practice, stories that derive from and contribute to robust professional learning conversation, conversations which are very different from the externally controlled professional learning paradigm that is traditionally experienced (Doecke, 2006).

Participating in an iteration of the *stella 2.0* project (Parr & Woodford, 2016) and a small, praxis-based professional learning community (PLC) based at a university provided me with the opportunity to experience a new and different form of professional learning. Active participation in these PLC's enabled me to experience ongoing, respectful, collegial dialogue and opportunities to use writing as a means of exploring my underlying beliefs and assumptions. In this narrative-based paper, I report and reflect on my experiences of participating in these two PLC's. There is a particular focus on changes to my professional identity as a teacher and my beliefs about teaching and education more broadly. My paper will draw on examples of the writing I constructed in these settings in response to readings, thought prompts and collegial discussion. My discussion of this writing will show how it helped me to grapple with theory and ideas, and how that grappling involved interacting with my existing beliefs and assumptions about teaching, my role as a teacher and my changing teacher identity.

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**3.08**

**SYMPOSIUM**

**Leanne Crosswell, Jill Willis, Paul Willis, Chad Morrison**

*Transition to Teaching (T2T): the importance of reflexivity in ensuring quality teachers in uncertain times*

Teaching in these uncertain times is complex and dynamic and filled with competing political, social and educational agendas. To successfully navigate the political manoeuvring, accountability, curriculum reform, increasingly diverse student cohorts, and community expectations, teachers must be critically reflective practitioners (Ryan & Bourke, 2016). Critical reflection or reflexivity is the process of considering what matters and what to do next. Critical reflection enables the individual to navigate the personal, structural and cultural properties associated with various roles (Archer, 2012). The transition to teaching, in particular, is a period of

intense professional learning as pre-service teachers and early career teachers learn to navigate the dynamic and complex professional and personal responsibilities inherent in quality teaching (Johnson, et al 2010, Owen, Kos & McKenzie, 2008, Sharplin, O’Niell & Chapman 2011, White & Kline 2012). Providing opportunities to critically reflect on these experiences has been shown to assist individuals as they navigate the challenges of the transition to teaching (Morrison, 2012).

The three papers within this symposium report on the establishment and early findings of the Transition to Teaching (T2T) pilot. The T2T pilot is a collaborative multi-university project that explores how reflections of final year pre-service teachers during their Professional Experience (PEX) may support their transition to teaching. This project considers reflective practice as central to the professional development, traction and wellbeing of pre-service and early career teachers and uses a digital tool to prompt and collect the participants’ weekly digital reflections (Gibson, et. al, 2017). Participants use the tool to create de-identified digital reflections that accumulate into digital plotlines (Polkinghorne, 1995). These reflexive digital plotlines provide rich longitudinal qualitative and quantitative data that indicates the quality of the professional experiences.

The T2T pilot is an unfunded project with partner universities committing the required time to cover their institutions involvement. This symposium marks the first formal sharing of this collaborative project with the broader educational research community. The following set of papers will report on the establishment of the current project, outline the capacity of the digital tool, discuss emerging findings and scope out the impact and insights of the current collaboration.

**Paper One: Transition to Teaching (T2T): Mapping the shape and scope of pilot**  
**Leanne Crosswell, Jill Willis**

The transition to teaching has been identified to be a period of intense professional learning for both pre-service teachers and early career teachers. It is during this time that individuals learn to navigate the complex professional and personal work that quality teaching entails (Bahr & Mellor, 2016; Cameron, Le Cornu, Peters & Commins, 2014). The T2T pilot is seeking to better understand the quality of experiences that pre-service students have during their final professional placement by analysing weekly digital reflections. This project uses the digital reflective tool, GoingOk.org. The online tool asks users to provide an indicator of how they are going (on a sliding scale from 0 = distressed, 50 = going ok to 100 =soaring) and submit a short text-based explanation of the score provided. These reflections provide important first-hand accounts of the transition to teaching experience and the various factors that make the transition productive, achievable and sustainable for pre-service teachers. The tool has already been successfully piloted in two Australian universities and with one employer group. The Transition to Teaching project (T2T) attempts to extend the pilot to multiple university sites.

The first paper of the T2T symposium will map the development of the collaborative pilot, some of the key strengths and critical issues that emerged during the pilot. It will outline the previous research (see Morrison, Willis, Crosswell & Gibson, 2014; Willis, Crosswell, Morrison, Gibson, & Ryan, 2017) that shape the T2T project and discuss how Archer’s (2012) theory of reflexivity frames the ongoing work.

**Paper Two: Transition to Teaching (T2T): Exploring emerging findings**  
**Jill Willis, Leanne Crosswell, Paul Willis**

The T2T pilot uses a digital tool to collect participant’s weekly digital reflections and accumulate these into digital plotlines. These reflexive digital plotlines provide rich qualitative and quantitative data that indicates the quality of the teacher experiences during the final professional placement. The qualitative analysis of this data used inductive content analysis, and deductive coding using Archer’s (2000) concepts of discernment, deliberation and dedication to examine the participants’ experiences and their responses to them. Archer’s theoretical framework was also used to examine the participants’ engagement in critical reflexivity to adjust their plans and exercise agency in relation to the personal, cultural and structural emergent properties available to them in their contexts. Refined codes jointly developed by the research team, included co-analysis involving participants and partner universities. The quantitative data analysis used RWA (reflective writing analytics), a computational analysis using basic metrics, topic and sentiment analysis as used in the previous projects and developed by one of the research team (Gibson et. al, 2016).

This second paper within the T2T symposium explores key aspects of the emerging findings from the data. It will present three significant aspects of the pilot data; sample plotlines, the patterns emerging from the RWA and the qualitative analysis of written reflections. Key findings demonstrate the agency of pre-service teachers, the powerful professional learning of the final placement and importantly the areas for further action.

**Paper Three:      Transition to Teaching (T2T): A case study exploring the potential impact for our graduating teachers**

**Paul Willis, Leanne Crosswell, Chad Morrison**

The period of transition to teaching, in particular the final professional experience and internship, is a phase of concentrated professional learning. During this time pre-service teachers learn to navigate the dynamic and complex professional and personal responsibilities inherent in quality teaching (Johnson, et. al, 2010, Owen, Kos & McKenzie, 2008, Sharplin, O’Niell & Chapman 2011, White & Kline 2012). Providing opportunities to critically reflect on these experiences has been shown to assist individuals as they navigate the challenges of the transition to teaching (Morrison, 2012). Critical reflection is the process of considering what matters and what to do next, which enables the individual to navigate the personal, structural and cultural properties associated with their role as teacher (Archer, 2012).

In this third paper of the T2T symposium, a case study following one specific cohort in one institution will explore the utility of the process for both preservice teachers and program. It draws on digital data sets collected during the final Professional Experience and the following period of Internship as well as focus group data collected between these two. This third paper will put forward a cohesive impact statement from the cohort and the associated program facilitators and raise further opportunities for designing responsive ways forward.

## Social Program

### Tuesday, July 3<sup>rd</sup> 2018

#### Welcome Reception ATEA and TEFANZ 2018

5:30 – 7:00 p.m.

Institute for Learning Sciences & Teacher Education at Australian Catholic University

Level 6, 215 Spring St, Melbourne.

6:15 p.m.

ATEA & Springer Book Launch:

*Teacher Education In and For Uncertain Times* (eds. Deborah Heck and Angelina Ambrosetti).

The Welcome Reception and Book Launch is included for full-time delegates and includes a complimentary beverage and light canapés.

**Dress:** Smart Casual

### Thursday, July 5<sup>th</sup> 2018

#### Conference Dinner and ATEA & TEFANZ Awards presentation

7:00 – 10:00 p.m.

Cargo Hall

39 South Wharf Promenade, South Wharf

Please join members of the ATEA and TEFANZ Committee and Executive for a Conference dinner and presentation of the ATEA and TEFANZ Awards. Registration for the Conference Dinner is separate from the Full Conference Package.

**Dress:** Smart Casual

## General Information

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### Conference Registration

#### **Tuesday, July 3<sup>rd</sup>**

9:00 – 9:15 a.m. (for Early Career and Postgraduate Forum Participants)

5:30 – 6:00 p.m. (for delegates attending the Welcome Reception and Book Launch)

Institute for Learning Sciences & Teacher Education at Australian Catholic University

Level 6, 215 Spring St, Melbourne

#### **Wednesday, July 4<sup>th</sup>**

8:00 – 9:00 a.m. at Registration Desk

La Trobe University City Campus

Level 3, 360 Collins St, Melbourne

***Thursday, July 5<sup>th</sup> and Friday, July 6<sup>th</sup>***

8:30 – 9:00 a.m. at Registration Desk

La Trobe University City Campus

Level 3, 360 Collins St, Melbourne

Delegates are requested to wear their Conference name badges at all times, including during the Welcome Reception and Conference Dinner, if you are attending. (Note: The organisers reserve the right to refuse entry for persons present without name badges.)

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**ATEA AGM & A-PJTE 2018 Best Paper and Best Reviewer Awards**

Thursday, July 5<sup>th</sup> 2018

5:00 p.m. – 6:00 p.m.

Room 3.03

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**TEFANZ AGM**

Thursday, July 5<sup>th</sup> 2018

5:00 p.m. – 6:00 p.m.

Room 3.08

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**Wifi Access**

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

Username: 2018ATEA/TEFANZ@latrobe.edu.au

Password: SSirv4CN

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