

TEFANZ

Teacher Education Forum of Aotearoa New Zealand – Te Rauika Titohu Kaiako o Aotearoa

*Spicing up Teacher Education, Spaces,
Places, Innovations and Connections*

Conference Proceedings

WINTEC, Hamilton, New Zealand

8th - 10th July

2014

Tuesday, July 08, 2014

8 : 0 0 a m - 4 : 0 0 p m	Registration [Atrium Foyer]				
1 0 . 3 0 a m - 1 1 . 0 0 a m	Powhiri Te Kōpu Mania o Kirikiroa, Wintec Marae [Wharenuī]				
1 1 . 0 0 a m - 1 1 . 4 5 a m	Morning Tea [Wharekai]				
1 1 . 4 5 a m - 1 2 . 0 0 p m	Welcome Mark Flowers, Chief Executive, Wintec Gaye Barton, Dean of Faculty, Wintec [Atrium]				
1 2 . 0 0 p m - 1 2 . 1 5 p m	Housekeeping Rose Marsters, Pūkenga Āwhina, Wintec [Atrium]				
1 2 . 1 5 p m - 1 . 1 5 p m	Keynote Address: Welby Ings, Professor in Design, Auckland University of Technology "Indelible Marks: Beyond the Measure of Performance" [Atrium]				
1 . 1 5 p m - 2 . 3 0 p m	Lunch [The Long Room]				
1 . 1 5 p m - 2 . 3 0 p m Special Interest Groups Running during lunch	Early Childhood Education [A2.08]	Primary Education [A1.02]	Secondary Education [A1.03]	Māori Medium Education [A1.06]	
2 . 3 0 p m - 4 . 0 0 p m	Paper Presentations - Session One				
2 . 3 0 p m - 4 . 0 0 p m Paper Presentations Session One	One Symposium University of Waikato Symposium Paper 1: Setting the scene Beverley Cooper Symposium Paper 2: Researching the developmental	Two Paper one: Mindfulness and the beginning teacher Dr. Ross Bernay Auckland University of Technology Paper two: 'Should I stay or should I go' - Helping them to	Three Workshop: Engaging Challenging Learners - <i>The Living Consensus: Growing transformative learning environments</i> Julia Bruce Ako Aotearoa and Wintec	Four Paper one: 'Use it or lose it' - An pilot project about approaches that encourage and support ECE students teachers to use te reo in their ECE practicums	Five Paper one: Freedom to teach and learn: The story of Muad'Dib as metaphor for the experience of studying teaching. Andrew Gibbons AUT

	<p>process and outcomes of CUSP Ann Harlow Symposium Paper 3: Bridging the divide: Relationships between university and school practitioners in arts education fostering new possibilities Catherine Short & Jo West Symposium Paper 4: Strengthening teacher identity in pre-service teachers: Collaborative partnerships as powerful possibilities for the future of Initial Teacher Education Donella Cobb & Lee Boyd</p> <p>[Events Room one]</p>	<p>stay! Janet Malcolm Manukau Institute of Technology</p> <p>Paper three: Teacher Education and Picture Books Nicola Daly and Marilyn Blakeney-Williams University of Waikato</p> <p>[A1.02]</p>	<p>Paper: Partnership: School-Based Learning within a new teacher education degree Jan Byres and Julie Whyte Eastern Institute of Technology</p> <p>[Events Room Two]</p>	<p>Hoana McMillan, Rawhia Te Hau-Grant and Sue Werry Waiariki Institute of Technology</p> <p>Paper two: Implementation of Te Tiriti o Waitangi commitments in an early childhood teacher education programme. Jenny Ritchie and Carol Smith UNITEC</p> <p>Paper three: Spicing up Teacher Education - the impact of Kaupapa Maori based education on pedagogy and practice. Cheryl Stephens Te Whare Wananga o Awanuiarangi</p> <p>[A1.03]</p>	<p>Paper two: Fostering professional connections across spaces: An evaluative study of a co-constructed school-based initiative within a Graduate Teacher Education qualification Letitia Fickel and Nicki Dabner University of Canterbury</p> <p>Paper three: It's about connections: Motivating and supporting lecturers in initial teacher education to engage in research Jane Ewens Te Tari Puna o Aotearoa</p> <p>[A1.06]</p>
4 . 0 0 p m - 6 . 0 0 p m		Welcome Function [Atrium]			

Wednesday, July 09, 2014

8 : 0 0 a m - 4 : 0 0 p m	Registration [Atrium Foyer]				
9 . 0 0 a m - 9 . 1 5 a m	Welcome and Housekeeping Rose Marsters, Pūkenga Āwhina, Wintec [Atrium]				
9 . 1 5 a m - 1 0 . 1 5 a m	<p>Keynote Address: Marilyn Leask, Research Professor - Educational Knowledge Management, University of Bedfordshire, United Kingdom</p> <p><i>“Teaching as an evidence-based profession: Re-engineering educational research to meet 21st Century expectations and possibilities”</i></p> <p>[Atrium]</p>				
1 0 . 1 5 a m - 1 0 . 4 5 a m	Morning Tea [Long Room]				
1 1 . 0 0 p a m - 1 2 . 1 5 p m	Paper Presentations - Session Two				
<p>1 1 . 0 0 a m - 1 2 . 1 5 p m</p> <p>Paper Presentations Session Two</p>	<p>One</p> <p>Paper one: What do teacher educators perceive to be the purposes of practicum? Lexie Grundoff, Mavis Haigh and Ngaire Hoben University of Auckland</p> <p>Paper two: Possibilities for dramatic inquiry in Teacher education: Preliminary findings from a recent project in Mantle of the Expert at Waikato University. Dr Viv Aitken, University of Waikato</p> <p>[Events Room One]</p>	<p>Two</p> <p>Paper one: Mathematical thinking and reasoning proficiency in primary teacher education programmes: MARKITE Beverly Cooper and Bronwen Cowie University of Waikato</p> <p>Paper two: Metaphor as a boundary object for pre-service teachers. Merilyn Taylor and Judy Bailey The University of Waikato</p> <p>[A1.02]</p>	<p>Three</p> <p>Paper one: Assessing dispositions to teach Mary Simpson and Lisa Smith University of Otago</p> <p>Paper two: Teaching as inquiry: Well intentioned, but fundamentally flawed. Leon Benade AUT</p> <p>[Events Room Two]</p>	<p>Four</p> <p>Paper one: ePortfolio: Innovation for Transformation? Lyn Lewis AUT</p> <p>Paper two: Stepping into the unknown: Secondary graduate ITE students’ practicum, digital technologies and the school/associate role Noeline Wright University of Waikato</p> <p>[A1.03]</p>	<p>Five</p> <p>Paper one: Possible future directions of gifted education in teacher education (early childhood) in Aotearoa New Zealand. Mel Wong MIT</p> <p>Paper two: Primary and secondary student teacher views of practicum visiting lecturers: similarities and differences Kelly Bigwood and Sandra Chandler University of Auckland</p> <p>[A1.06]</p>

1 2 . 3 0 p m - 1 . 4 5 p m	Lunch [The Long Room]				
1 2 . 3 0 p m - 1 . 4 5 p m Special Interest Groups Running during the lunch break	Sustainability [A2.08]	Māori/Pasifica [A1.02]	Inclusive Education [A1.03]	Digital Technologies/ICT [A1.06]	
1 . 4 5 p m - 3 . 1 5 p m	Paper Presentations - Session Three				
1 . 4 5 p m - 3 . 0 0 p m Paper Presentations Session Three	One: MESH Marilyn Leask University of Bedfordshire, UK [Events Room One]	Two: Paper one: Teacher Educator professional identities - complex negotiations within the preservice and inservice sectors Jane Abbiss and Ronnie Davey University of Canterbury Paper two: The Professional Identity of Teacher Educators: Professional Identity as Self-image Ronnie Davey University of Canterbury [A1.02]	Three: Paper one: POPLN: Professional Online Presence and Learning Networks for Teacher Education Dr Dianne Forbes University of Waikato Paper two: Pre-service teachers and the digital dilemma Peter Maslin Bethlehem Tertiary Institute [Events Room Two]	Four: Paper one: Generating dispositions for kaitiakitanga Jenny Ritchie UNITEC Paper two: E tāua le soālaupule - The Importance of collaboration for ensuring successful course completion and academic performances. Lila Tekene Manukau Institute of Technology [A1.03]	Five: Paper one: Do we agree when we make judgements of student teachers' readiness to teach? Dr Mavis Haigh & Dr Fiona Ell University of Auckland Paper two: Preparing for Beginning Teacher Job Applications Anna Whitehead Auckland University of Technology [A1.06]
3 . 1 5 p m - 3 . 4 0 p m	Afternoon Tea [The Long Room]				
3 . 4 0 p m - 4 . 0 0 p m	TEFANZ Survey Lexie Grundolf and Barry Brooker [The Long Room]				
4 . 0 0 p m - 5 . 0 0 p m	TEFANZ Annual General Meeting [The Long Room]				
6 . 0 0 p m - 1 0 . 0 0 p m	Conference Dinner and Awards Presentations [Atrium]				

Thursday, July 10, 2014

9 . 0 0 a m - 9 . 1 5 a m	Welcome and Housekeeping <i>Rose Marsters, Pūkenga Āwhina, Wintec</i> [Atrium]
9 . 1 5 a m - 1 0 . 1 5 p m	Keynote Address: Denis McGrath, Flexible Learning Leader, Wintec <i>“Quantum Leaps: What lies ahead for people, place, space and time”</i> [Atrium]
1 0 . 3 0 a m - 1 1 . 0 0 a m	Morning Tea [The Long Room]
1 1 . 0 0 a m - 1 2 . 1 5 p m	Panel Discussion <i>“What’s on the horizon for education in Aotearoa New Zealand?”</i> Rowena Phair , Deputy Secretary, Student Achievement Graham Stoop , Deputy Secretary, Investing in Educational Success Initiative Professor Martin Thrupp , University of Waikato [Atrium]
1 2 . 1 5 p m - 1 2 . 3 0 p m	Close <i>Rose Marsters, Pūkenga Āwhina, Wintec</i> [Atrium]
1 2 . 3 0 p m	Lunch (Takeaway available) [The Long Room]

Thank you to the conference sponsors:



Keynote Presenters



Marilyn Leask, Research Professor - Educational Knowledge Management
University of Bedfordshire
Bedford
United Kingdom

Marilyn Leask is a specialist in Educational Knowledge Management through the application of digital technologies to support teacher professional learning.

She has worked in several UK universities and two national government agencies. In one role in what was the UK government's Training and Development Agency for schools she worked with subject and professional associations in identifying the evidence base underpinning teacher training and making this available on the web. In another role in what was the Improvement and Development Agency for local government, she was responsible for introducing an online collaboration platform to support knowledge sharing for the UK local government sector. A clone of this for educators in schools and universities is now available on www.educationcommunities.org, supported by various educational organisations who are members of the Education Futures Collaboration www.edfuturescollaboration.org which she chairs. This is a rapidly expanding international group with a commitment to supporting teaching becoming an evidence-based profession and to using digital tools to support new ways of publishing and collaboration between researchers and teachers. See MESH- the mapping educational specialist knowhow initiative www.MESHguides.org. There is a particular focus on bringing together the evidence for effective teaching to improve literacy levels.

She has initiated and project managed a number of innovative projects funded by government and other sources focused on using digital technologies to make the evidence base for educational practice more accessible to all stakeholders: teachers, teacher educators, policy makers, parents and learners themselves.

She is co-editor of the main text books used for the training of secondary teachers in the UK. The core text book is now into its 7th edition. Her scrutiny over 30 years of the evidence available to underpin practice and policy in the education sector, the costs and challenges of teachers accessing professional development and the difficulties in achievement experienced by a significant percentage of learners (in universities and schools) are behind her current work.

Examples of roles on external bodies: panels, steering groups, boards

- 2013 – ongoing: elected Convenor Educational Research and Policy Making Special Interest Group, British Educational Research Association.
- 2013 – ongoing: invited member OECD Neuroscience and Pedagogy panel.
- 2012-2013: invited council member IT in Teacher Education professional association
- 2011- ongoing: elected member Executive Council, Universities Council for the Education of Teachers UK
- 2011 - ongoing: Chair, Chief Editorial Board, MESH – Mapping Educational Specialist knowHow www.MESHguides.org
- 2010 – ongoing: Chair, Education Futures Collaboration www.edfuturescollaboration.org
- 2009 – ongoing: invited member, Advisory Group for the Coalition for Evidence-based Education (CEBE) www.cebenetwork.org
- 2004 – 2008: Member of Education Panel Research Assessment Exercise (UK RAE 2008)



Welby Ings, Professor in Design

Auckland University of Technology
Auckland
New Zealand

Welby Ings is a Professor in Design. He is an elected Fellow of the British Royal Society of Arts and has been a consultant to many international organizations on issues of creativity and learning. He is also a multi-award winning designer, illustrator and filmmaker. He has taught at all levels of the New Zealand school system and currently co-ordinates the PhD programme in practice-led design research at AUT University. Welby has written and spoken extensively on dehumanized systems of teaching, our obsession with performance, and the benefits of disobedient thought. In 2001 he was awarded the Prime Minister's inaugural, Supreme Award for Tertiary Teaching Excellence and in 2014 he was awarded the AUT University medal for his contributions to research and creativity.



Denis McGrath, Flexible Learning Leader

Wintec
Hamilton
New Zealand

Denis was appointed to the position of Flexible Learning Leader at Wintec in February 2014. This is a new position established to push forward the agenda of Flexible Learning, one of Wintec's key strategic priorities. Denis is responsible for leading projects across key support functions to enable positive change for Wintec in regards to Flexible Learning. His role will be increasingly involved in assisting Wintec to adopt new learning technologies and concomitant teaching practices to enable Wintec to enhance its effectiveness, and students' experience of study, on and off campus. His passion lies in the fields of Technology Enhanced Learning and in the use of Socially constructed forms of Teaching and Learning.

Denis grew up in a bicultural setting during the troubles in Northern Ireland. He started his career as a community and youth worker working in South Armagh, in projects established to reduce conflict among divided communities. As the first person in his wider family to graduate he went to the multicultural setting north of England to study for his Bachelors in Community studies and after graduation stayed in England where he ran a number of community projects in a variety of multicultural settings that sought to help young people out of the care system and into jobs, training and employment, utilising a variety of approaches including independent living skills, outdoor education and IT training. Denis won the 2012 Salford Vice Chancellors Distinguished Teaching award in 2012 for Technology Enhanced Learning Development, and he is a Fellow of the Higher Education Academy.

TEFANZ Presentation: Lexie Grundoff and Barry Brooker (Wednesday 9th July 2014, 3.40pm-4.00pm, The Long Room)

What do the 2013 TEFANZ Entry and Exit Surveys Tell Us?

This session reports on the findings from the first implementation of the TEFANZ entry and exit surveys (using Survey Monkey) in 2013. Graduating student teachers from ECE, Primary and Secondary ITE programmes participated in the surveys which had been collaboratively developed and trialed between 2010 and 2012.

The purpose of the entry survey is to gather information about the confidence of prospective teachers at the start of their programme, and provide data re attributes (e.g. efficacy beliefs) and experiences they are bringing into their ITE. Much of the value of these data is in the measurement of change over time when the graduating students complete the exit survey. Another aim of the exit survey is to measure graduating student teachers perceptions of their preparedness to begin teaching.

Paper Presentations

Session One Tuesday 8th July 2014, 2.15pm - 3.45pm

Group One

Symposium - A Collaborative University School Partnership (CUSP): Reconceptualising the first year Bachelor of Teaching Practicum, University of Waikato

The symposium comprises four papers. The first of four papers in this symposium describes the nature of the Collaborative University School Partnership (CUSP) programme being implemented in the first year primary teachers education programme at The University of Waikato. The second paper looks at the developmental research findings from the perspective of the university staff, associate teachers and pre-service teachers over the first two years. The third paper sets out how a university lecturer in the Arts curriculum area worked within the CUSP partnership and research processes to understand the experiences and better support pre-service teachers with their music-sound placement teaching task. The fourth paper describes a study following a group of students over their first two Initial Teacher Education (ITE) years to explore how the CUSP year enabled pre-service teachers to develop an early sense of teacher identity.

Symposium Paper 1: Setting the scene

Beverley Cooper, Faculty of Education, The University of Waikato

Abstract

The innovative university school partnership known as CUSP (Collaborative University School Partnership) arose from addressing concerns expressed by principals in local Normal Schools in relation to Faculty of Education demands on year one student teachers during their placement and practicum at the schools. A revised placement and practicum experience was co-constructed during 2011 by University of Waikato Faculty of Education and Normal school staff and implemented for the first time in Semester A 2012. The co-construction and implementation of the CUSP revised partnership model was grounded on Wenger's (1998) notion of communities of practice. Teacher educators, teachers and student teachers were viewed as belonging to different communities with the negotiation process aimed at bringing these communities together to establish shared goals and processes to support student teacher learning. This paper examines the nature of the collaborative practice of the Normal schools and Faculty of Education staff as they co-constructed, repositioned and strengthened their partnership to provide a more coherent experience for student teachers during their first year placement/practicum experience.

Symposium Paper 2: Researching the developmental process and outcomes of CUSP

Ann Harlow, Wilf Malcolm Institute of Educational Research, The University of Waikato

Abstract

The New Zealand Teachers' Council (NZTC, 2010) emphasises that the Initial Teacher Education (ITE) practicum for the preparation of teachers should be a partnership

between teacher educators and expert practitioners who have developed a common understanding of what is needed to be achieved. The enactment of a collaborative partnership between the ITE institution and the practicum school requires a clear understanding of the complementary role of each partner and can be challenging (Haigh & Ward, 2004; Lind, 2004). However, processes such as these, along with their impacts, have not much researched.

The CUSP developmental research (Patton, 2008) aimed to document the implementation and impact of the revised CUSP partnership model on participants. The research was/ is being conducted alongside the development of the professional practice and inquiry paper offered as part of the Bachelor of Teaching through a collaboration with researchers from the Wilf Malcolm Institute of Educational Research (WMIER) who, although members of the Faculty, are not directly involved in the teacher education programme. Faculty, teachers/principals, and the researchers have collaborated to collect data to document and refine the developmental and implementation processes and to inform future programme co-construction. The developmental research set out to:

1. Trace the development of the co-constructed co-taught paper and describe how the placement/practicum experience was reframed; and
2. Carry out case studies in two schools to describe how the reframed placement/practicum experience was enacted and to identify critical factors that enabled and constrained implementation and the partnership process.
3. To feedback findings into discussions by and with Faculty and Normal school staff.

This paper provides a broad overview of findings from the research over the first two years of the three-year ITE programme drawing on data collected from university staff, school staff and pre-service students, through interviews and online surveys. Implications for the continued development of the university-school CUSP partnership are discussed.

Symposium Paper 3: Bridging the divide: Relationships between university and school practitioners in arts education fostering new possibilities

Catherine Short, University of Waikato, & Jo West, Associate teacher in a CUSP Primary School

Abstract

The *Arts in the New Zealand Curriculum* (Ministry of Education, 2007), comprising music, dance, drama, and visual arts, is treated as one paper in the first-year primary pre-service teacher programme. After one year of the CUSP programme the Arts lecturers felt a sense of loss of agency in terms of their capacity to contribute to the decisions regarding the structuring of the one-day per week that first-year students spent in schools. Specifically, some of the Arts lecturers considered that school placement experiences for student teachers could not occur until they had sufficient skill and understanding in each arts discipline so held back the placement teaching task until the busy end of the semester. They also found that the placement teaching times available to student teachers were not sufficiently flexible to allow for lecturers to visit, observe and support students, to model practice, and to engage in constructive dialogue with associate teachers in the CUSP schools.

The collaborative 'Arts in CUSP' research project aimed to understand the challenges and opportunities for pre-service teachers from the perspective of the university Arts' lecturers and the associate teachers. School visits and teacher interviews were undertaken by the Arts lecturers to explore current practices, assumptions, and attitudes to the Arts disciplines. These aimed to identify strategies lecturers could use in their work as partners with associate teachers and schools to support pre-service teachers to have successful placement experiences. The research also explored the ways in which authentic dialogue could be established that would lead to improved support for everyone concerned.

This paper focuses on the experiences of the music-sound arts lecturer who initially understood that many teachers do not teach music-sound arts as they feel that it is

beyond their capabilities, while others maintain they do not have time (Lamont, Daubney & Spruce, 2012; Trinick, 2012). This was problematic for her because she believed that pre-service teachers need to observe music-sound arts as part of the classroom culture to develop a sense that making and creating music is important, enriching, achievable, and fun (Eisner, 2000; Ministry of Education, 2007; Fraser, 2013).

The lecturer conducted the research in a school where the associate teachers reported they had insufficient time to teach music, and where a music specialist was employed to take all children for music lessons. The lecturer discovered that although the teachers wanted music to happen in their classes, most left the responsibility to the specialist teacher.

The research gave the teachers an opportunity to say what they wanted for their children and to acknowledge that they needed to know and be involved in the music that their children were learning. The lecturer worked with the music specialist to identify changes that would encourage associate teachers to be a part of music education in the school.

The implications of the research for the school were that a shared understanding of music-sound arts was developed and associate teachers began to take greater responsibility for following up what happened in the specialist teacher's music-sound arts programme. The findings led to recommendations for the university lecturers about how they could enhance the Arts teaching and learning experiences of pre-service teachers.

Symposium Paper 4: Strengthening teacher identity in pre-service teachers: Collaborative partnerships as powerful possibilities for the future of Initial Teacher Education
Donella Cobb, The University of Waikato, & Lee Boyd, Associate Lecturer in a CUSP primary school

Abstract

Reawakened interest in the development of teacher identity (Chong, Low & Goh, 2011) has repositioned the spotlight on the role of Initial Teacher Education providers (ITE) in strengthening teacher identity in pre-service teachers. This paper reports on the findings of a research study that followed the development of teacher identity in pre-service teachers' enrolled in The University of Waikato's Bachelor of Teaching (BTchg) (Primary) programme as they transitioned from the first year of the CUSP programme into their second-year practicum.

Data collected from interviews, observations, associate teacher feedback and practicum reflections from eight case study pre-service teachers were used to develop a thick description of the development of their teacher identity. These data were triangulated with online survey data from 64 second-year pre-service teachers, 13 associate teachers, four associate lecturers, and interviews with five practicum evaluative lecturers from the Faculty of Education. All data reported in this paper were collected at the conclusion of the second-year practicum.

Pre-service teacher comments indicated an 'identity shift' towards that of a teacher enabled them to have greater confidence in their own teaching abilities as well as an understanding of their own emerging teaching philosophy and a clearer understanding of the roles and responsibilities associated with teaching. This strong sense of teacher identity enabled pre-service teachers to take the initiative to engage in teaching roles early in the second year practicum. It also supported their sense of teacher presence, their openness to advice and guidance, and the depth of their reflective practice. Furthermore, the eight pre-service teachers spoke of themselves as teachers within the school rather than simply teachers in a classroom. This perception prompted them to undertake a variety of teaching roles and extra-curricular activities within the wider school context. Interestingly, these pre-service teachers also appeared to approach the associate teacher relationships as a collegial partnership by actively working to build a professional relationship. The pre-service teachers acknowledged their need to make a valuable contribution to the class and school learning environment as an integral members of the collaborative learning community.

These findings suggest that teaching experiences that are situated within collaborative ITE-school partnerships in the initial stages of an ITE programme provide a strong foundation for the early development of teacher identity. This study highlights the possibilities that collaborative partnerships could provide in strengthening the future of ITE in New Zealand by suggesting that a heightened sense of teacher identity can provide a strong foundation for navigating the noted challenges and complexities of the practicum experience.

Group Two

Paper one - Mindfulness and the beginning teacher, Dr. Ross Bernay, Auckland University of Technology

The intense demands placed on teachers to provide an inclusive, meaningful educational programme addressing the individual academic, social, personal and emotional needs of students requires educators to have strong resilience and emotion regulation. Kelchtermans and Ballet (2002) indicated the magnitude of these challenges for beginning teachers coping with the realities of teaching. These high stress levels were confirmed by Grudnoff and Tuck (2003) who surveyed over 400 teacher education graduates. The stressful demands have only intensified. The MetLife Survey of the American Teacher in 2012 highlighted an increase from 36% to 51% of teachers who felt extreme stress each week.

To help reduce this stress for teachers, mindfulness was introduced to a group of student teachers as a resilience tool. Mindfulness, slowing down to notice each moment non-judgementally (Kabat-Zinn, 1990), helps individuals to become more aware (Kabat-Zinn, 1990) and display more compassion towards themselves and others. Numerous studies have shown a range of benefits for mindfulness practitioners: significant reduction in stress and a greater emotional regulation (Ludwig & Kabat-Zinn, 2008; Fogarty, 2009); improved sleep patterns (Yook et al, 2008); and improved frame of mind (Wenk-Sormaz, 2005). For teachers in a 2013 study, those who practiced mindfulness reported lower emotional exhaustion including those who reported the highest stress (Roeser et al., 2013).

No study to assess the effects of mindfulness for teachers had been conducted in New Zealand. This paper reports the results of the hermeneutic phenomenological study of a group of beginning teachers, who had been introduced to mindfulness. During their first year of teaching, the participants outlined in a journal their lived experiences of engaging with mindfulness personally and how this affected them professionally in the classroom. Three interviews were conducted after Term 2 and 4, and then after Term 1 in the second year, to confirm and expand upon ideas expressed in their journals. A phenomenological study was used because it provides the opportunity to reflect upon the experience, but also to become immersed in vivid initial impressions and a deep thinking process to discuss possibilities in order to describe the essence of the experience. "Phenomenology, or better the eidetic theory of lived processes...opens up an infinite field of truths...and in general...enriches empirical natural science" (Husserl, 1912/1980, p. 38).

The data from the journals and interviews was analysed using first a Husserlian approach to phenomenology by bracketing or setting aside bias to produce a distilled version of the participant's lived experiences. Following that step of the analysis, a Heideggerian lens was adopted including the researcher's biases and personal experiences to create a more vivid and full description. The 'lived experiences' of the participants, detailed in the inter-play of professional dialogue between the participants and the researcher, indicated the positive effects of mindfulness on their professional development and their success in the classroom. Findings from this study suggest that there is value in including mindfulness in teacher education programmes for stress reduction and as a pedagogical tool.

Paper two - 'Should I stay or should I go' - Helping them to stay!, Janet Malcolm, Manukau Institute of Technology

"Should I stay or should I go", a song by The Clash (1982) sums up the dilemma some students face when they begin their journey in tertiary study. This presentation shares some of the findings from my recent Master of Education thesis (completed in 2013). This small qualitative single case study explored the experiences of students from one cohort in their first semester of a Bachelor programme for early childhood education. A questionnaire was conducted with students and focus groups were held with both students and academic staff.

Among the significant findings for this research is the important role played by in-house academic support in improving retention and success. The focus of this presentation is on the considerable support the students received.

The implication for this finding is the need for all involved in tertiary education to examine in greater depth the role played by academic support in improving retention and success. A possible future direction is further research into how in-house academic support impacts on student success, especially for those students from non-traditional backgrounds.

Paper three - Teacher Education and Picture Books, Nicola Daly and Marilyn Blakeney-Williams, University of Waikato

There is a great deal of contemporary research demonstrating the effective use of picture books in the classroom; however, there are few studies recording perceptions and use of picture books in initial teacher education [ITE]. This study explores the reported use of picture books within a New Zealand university based ITE degree programme. The data collection included semi-structured interviews with eight teacher educators from different learning areas of the New Zealand curriculum. Themes from these interviews will be explored including how picture books are being used to plug gaps in pre-service teacher knowledge; model pedagogy for future teachers; deal with negative attitudes to some curriculum areas; discuss big picture issues; and connect with the child within pre-service teachers.

Group Three

Workshop - Engaging Challenging Learners - *The Living Consensus: Growing transformative learning environments*, Julia Bruce, Ako Aotearoa

The five key teaching and learning strategies that sit within The Living Consensus Conceptual Framework help develop and maintain a positive learning environment while supporting youth to develop transformative learning skills. The five key teaching and learning strategies include:

- Shared leadership
- Ethics agreement
- Cultural inquiry
- Reflective practice
- Project teams

This work shop will involve participants sharing any methods they may already use to facilitate these types of teaching and learning strategies. At the same time participants will develop new practices that align with the framework to meet the needs of their learners within their specific contexts.

Paper - Partnership: School-Based Learning within a new teacher education degree, Jan Byres and Julie Whyte, Eastern Institute of Technology

This paper examines the outcomes of the first-year delivery of a new teacher education degree. The Bachelor of Teaching Primary (BTP) is an innovative initial teacher education programme offered by the Eastern Institute of Technology (EIT), based on the east coast of the North Island. Its development was led by local principals, who approached EIT about developing a qualification for entry into primary teaching. The degree is practice-based and founded on the notions of partnership participation and agency. Central to the innovative programme structure are the amount of time that candidate teachers spend in schools and the roles of the Partnership Schools and the Mentor Teachers within each school.

The research question addressed here is in what ways did the first group of Mentor Teachers and principals shape and construct the School-Based Learning component of the programme? The paper will look at the roles of the Mentor Teachers in developing the programme and operationalising the conceptual framework and the intentions of the programme. Initial findings indicate that central to the success of the programme were the relationships with all.

The relationship between EIT and the Partnership Schools is formalised through a Partnership Agreement. These relationships are crucial to the success of the programme. Participants responsible for the candidate teachers, clarity of philosophy, and transparency of processes meant that teacher educators and Mentor Teachers are developing the candidate teachers' skills, knowledges and dispositions to address the learning needs of individual learners in primary classrooms.

Group Four

Paper one - 'Use it or lose it' - An pilot project about approaches that encourage and support ECE students teachers to use te reo in their ECE practicums, Hoana McMillan, Rawhia Te Hau-Grant and Sue Werry, Waiariki Institute of Technology

At Waiariki Institute of Technology we pride ourselves on being a bicultural institution. The early childhood curriculum *Te Whāriki* (Ministry of Education [MOE], 1996) is also a bicultural document which encourages the use of te reo and tikanga Māori. Within the early childhood profession, it is imperative that early childhood student teachers understand the identity, language and culture of Māori children and their whānau so their practice is inclusive for both Māori children and their whānau (Education Review Office, 2012).

The Waiariki Early Childhood Education team became concerned that during our practicum observations we found our students were using very little te reo Māori in their practice despite all students taking generic, core Māori language papers as part of their overall qualification. In practicum triadic conversations with students, they talked about their lack of confidence in their ability to use te reo Māori in centres. Our research set out to explore which approaches or experiences could support and encourage our student teachers to use more te reo Māori both within the courses they were undertaking at Waiariki and while on practicum. A small pilot project was undertaken with a group of second year student teachers who were going out on practicum one day a week.

Students completed a self assessment at the beginning of the year to gauge their knowledge of Te Reo Māori and to find out what they thought might help or hinder their ability to use te reo in the early childhood education context. In their professional practice class the language was embedded within a task based approach, taking into consideration the baseline data from students around the support which they thought may help their progress. These tasks occurred in every professional practice class and built on the students' current knowledge and the language they had encountered in their Māori language course. The aim was to increase the students' confidence and

extend the students' te reo Māori by including language that would be useful to them in a early childhood context. At the end of the year students completed the same self assessment to see whether or not their knowledge and confidence of Te Reo Māori had improved since their initial self assessment.

While students felt their te reo Māori knowledge had increased, our observations of our students on practicum did not note any obvious increase in the use of te reo Māori . This has led us to consider what other factors may make it difficult for student teachers to use te reo Māori as a regular part of their practice.

Paper two - Implementation of Te Tiriti o Waitangi commitments in an early childhood teacher education programme, Jenny Ritchie and Carol Smith, UNITEC

Both historical and contemporary commitments to Te Tiriti o Waitangi as reiterated in Ministry of Education documents such as '*Te Whāriki, He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum*' (New Zealand Ministry of Education, 1996), '*Tataiako, Cultural Competencies for Teachers of Māori Learners*' (New Zealand Ministry of Education & New Zealand Teachers Council, 2011), and '*Ka Hikitia, Accelerating success 2013-2017, The Māori education strategy*' (New Zealand Ministry of Education, 2013) require educators in Aotearoa, including teacher educators, to be cognisant of responsibilities in relation to Te Tiriti o Waitangi/The Treaty of Waitangi. This means that initial teacher education providers need to ensure that *all* beginning teachers in this country have gained competence and commitment to work respectfully and responsively with Maori children and their families.

In this paper, which is based on a recently published chapter (Smith & Ritchie, 2013), describes the pedagogical model utilised in an initial early childhood teacher education programme in an endeavour to honour a commitment to Te Tiriti o Waitangi and to prepare graduates who share this commitment. Fundamental to this process is the incorporation of the wisdom of the Indigenous Maori in everyday enactment, through application of Maori values of *wairuatanga* (spirituality), *whanaungatanga* (relationships), *manaakitanga* (caring and generosity), and with recognition of the interconnectedness of *tinana* (physicality) and *hinengaro* (intellect) (Marsden, 2003; Mead, 2003).

Paper three - Spicing up Teacher Education - the impact of Kaupapa Maori based education on pedagogy and practice, Cheryl Stephens, Te Whare Wananga o Awanuiarangi

This completed doctoral research presentation is based on an investigation of the ways in which a graduate teacher undertook initial teacher education within a Maori-centred programme that is grounded in the principles, values, and practices of ako (to teach, to learn) and tikanga Maori (Maori customs).

The research involved the examination of three key elements - Te Whare Wananga o Awanuiarangi [the institution], the Bachelor of Maori Education (Teaching) [the programme] and Hine [a graduate teacher]. Authentic accounts of the teachers' lived experiences and professional life highlighted the significance of culturally based and informed pedagogy and practice in classrooms, creating positive educational outcomes for all Maori. The study also highlighted the impact of Kaupapa Maori based education on initial teacher education within a whare wananga *indigenous-university*.

Group Five

Paper one - Possible future directions of gifted education in teacher education (early childhood) in Aotearoa New Zealand, Mel Wong, Manukau Institute of Technology

This oral presentation draws on some initial findings from a national survey and selected interviews conducted for a doctoral research project. The aim of the research is to develop an 'ideal type' of initial teacher education (ITE) programme, that is informed by the findings, and that will equip graduating teachers to provide for gifted and twice-exceptional (both gifted and disabled) children in early childhood settings in Aotearoa New Zealand. Gifted children have additional needs because they have abilities that are at least two to three years in advance of their chronological age, and twice-exceptional children have not only those gifted needs but also the needs of disabled students. *Te Whāriki* (the New Zealand Early Childhood Curriculum) is intended to be inclusive by embracing those who have additional learning needs. In the Gifted Education Policy, the Government acknowledges that - like other children - gifted children are entitled to access and receive appropriate educational opportunities. However, preliminary results of the project show the learning needs of gifted children are still sometimes overlooked by their teachers, especially the needs of children who are twice-exceptional. Preliminary results also indicate that the curriculum content pays scant attention to introducing teacher education students to gifted education and to the needs of gifted and twice-exceptional children. Furthermore, the little attention that is paid to this area of special education seems to be embedded within courses on inclusive education, suggesting that gifted education is not explicitly emphasised in many ITE programmes even though Government policy acknowledges gifted education. Ironically, the New Zealand Gifted Education Policy states the provision for gifted learners should be supported by on-going high-quality teacher education. This presentation will explore these findings as well as invite professional dialogue from those present about what an ideal type of ITE early childhood programme might comprise. The ideal type of programme would empower teachers to work with gifted and twice-exceptional children as well as other children in early childhood settings. Dialogue will be recorded by a note taker, thus providing additional (anonymous) data further informing the development of the ideal type of ITE programme. To hold true to the inclusive principles of *Te Whāriki* and the gifted education policy, an ideal type of teacher education programme would need to consider ways of upskilling student teachers and early childhood practitioners so that they can support gifted and twice-exceptional children. Such a programme will become an exemplar for the future direction of gifted education in teacher education.

Paper two - Fostering professional connections across spaces: An evaluative study of a co-constructed school-based initiative within a Graduate Teacher Education qualification, Letitia Fickel and Nicki Dabner, University of Canterbury

Over the last two decades international research on initial teacher education has led to a more robust understanding of the effective practices of programme design, knowledge-base, pedagogical practices and implementation (e.g. Ball & Forzani, 2009; Darling-Hammond & Bransford, 2005; Grossman, 2005; Korthagen, et.al., 2006). This research has illuminated a variety of common programme elements, such as: 1) shared vision of effective teaching; 2) clear standards of performance; 3) curricular coherence; 4) extensive use of high-leverage strategies; 5) extended practice experiences; and 6) strong school-university relationships. The research has also highlighted the critical role that the substance and nature of school-university relationship plays in creating the conditions for high-quality learning experiences for teacher education students (Koerner, Rust & Baumgarten, 2002; Whitford, Ruscoe & Fickel, 1998). Building strong school-university relationships is clearly an imperative for initial teacher education. Yet, the development of these sorts of mutually-beneficial and equal partnerships is often challenging (Zeichner, 2010; Teitel, 2008) and remains an area for further investigation.

At [presenting university] the recent redesign of our Graduate Diploma in Teaching and Learning (Primary) gave us the opportunity to shift more toward a practice-focused orientation (Ball & Forzani, 2009). This approach strengthens the relationship of coursework and professional practice experiences in ways that allow teacher education students to constructively engage in using the materials of teaching to make meaning of the concepts and theories they encounter in coursework (Darling-Hammond, et al. 2005). Taking a practice-focused orientation has required a simultaneous reconsideration of our engagement with schools and sector colleagues. Over the last two years we have been working with the regional primary principal's association to strengthen our partnership through a process of co-construction and shared visioning. Together we designed a school-based initiative for the programme that has enabled 100 students enrolled in both our on-campus and Flexible Learning Option (Distance) pathways to spend one full day per week in schools, for a five-week period, within their first seven weeks of study in 2014.

During the this school-based practice experience, teacher education students have a variety of professional learning opportunities which are determined mutually with the educators in the school. It is anticipated that by drawing on the school as a learning context, the teacher education students will engage in one of the 'central tasks' of professional learning (Feiman-Nemser, 2001); analysing their own beliefs, and forming their initial visions for teaching and their professional stance as educators.

In keeping with the collaborative and co-constructed nature of this initiative, the parnters are developing an evaluation study, which will include joint data collection and analysis.

Within this presentation, we will describe both the design of the practice-focused experience and the design process undertaken in the development of the initiative. We will also overview the process of the co-construction and implementation of the evaluation, and present our findings from the evaluation study of this programme initiative. Implications for initial teacher education programme and design and for school-university collaboration will be shared.

Paper three - It's about connections: Motivating and supporting lecturers in initial teacher education to engage in research, Jane Ewens, Te Tari Puna o Aotearoa

Te Tari Puna Ora o Aotearoa/ NZ Childcare Association (NZCA) is a geographically spread, bicultural, private training establishment (PTE) that has been delivering centre-based initial teacher education (ITE) for early childhood teachers at diploma level since 1997. In 2008, NZCA was granted exemption from the qualification development moratorium in order to develop a teaching degree. One of the conditions of this exemption was that NZCA develop a strong research culture in its teaching staff. This qualitative study, completed as a Marsters of Education dissertation, explores the personal and organisational factors that supported and encouraged a group of early childhood teacher educators to embark on a research journey and transition into the role of researcher. It outlines the emotional connections that motivated the participants to engage in research and the social connections that supported them to persevere. Organisations wishing to develop a culture of research and grow research capability in their staff need to attend to these important connections and develop strategies that facilitate their development and maintenance. Finally, this paper presentation identifies the organisational structures that my participants suggest may smooth the bumpy, and often isolated, road that is the research journey for lecturers in early childhood education ITE, including management of time and workload, and the provision of resources and skill development programmes.

Group One

Paper One - What do teacher educators perceive to be the purposes of practicum? Lexie Grudnoff, Mavis Haigh, Ngaire Hoben, The University of Auckland.

Background to the topic

Research and policy literature highlights variable purposes for the practicum in initial teacher education (eg. Russell, 2005). However, a review of the literature found no research that directly investigated (a) how teacher educators view the purpose of the practicum, nor (b) how such purposes are prioritised.

Research question

How, and why, do teacher educators from one institution prioritise the purposes for practicum in initial teacher education?

Research methods

The pragmatic mixed-method research design (Tashakkori & Teddlie, 2010) included an anonymous questionnaire consisting of a diamond ranking activity (requiring placement of 9 of 11 pre-determined from literature practicum purpose statement cards) and open response items seeking explanations of placement determining criteria and statement elimination. Following analysis of the questionnaire a focus group of six participants met with the researchers to further explore the aggregated findings. 30 teacher educators from one university completed the survey.

Analysis and findings

Quantitative analysis:

Data were entered into an Excel spread sheet. Weighted frequencies for the statements were determined for each participant and aggregated across the sample. The statements clustered into four groups. Cluster 1 included the purpose statements “Enables student teachers to learn about the complex role of the teacher” and “Assists student teachers to develop teaching strategies/practices”. Purpose statements receiving moderate support included “Helps student teachers to develop an identity as a teacher” (Cluster 2) and “Is a context for assessing a student teacher’s competency” (Cluster 3). Receiving least support was “Helps student teachers to determine if a teaching career is really for them” (Cluster 4). The clusters were a mix of practical and philosophical statements. For each statement there was a wide range of placement indicating different opinions amongst the faculty who completed the survey. Seven of the 11 statements had ratings across the possible range of 0 (not ranked) - 5 (most important).

Qualitative analysis:

Reasons provided for the prioritisation of statements were collated according to statement position in the diamond. Analysis of these reasons suggests participants consider practicum purposes are strongly contingent. Different reasons for elimination of statements and suggestions of other purposes will also be presented, as will findings from the focus group.

Contribution to knowledge

This study - the first of a series designed to elucidate understandings of how conceptions of *purpose* influence *teacher education practice* - has uncovered that teacher educators hold wide-ranging perceptions of the purposes of practicum. The findings have implications about visiting lecturers’ practice when supervising students on practice, practicum support and professional development for visiting lecturers.

Paper two - Possibilities for dramatic inquiry in Teacher education: Preliminary findings from a recent project in Mantle of the Expert at Waikato University. Dr Viv Aitken, University of Waikato (co-researcher Prof Brian Edmiston, Ohio State University, Columbus Ohio)

This presentation outlines recent research into the use of Heathcote's *Mantle of the Expert* method to deliver a Masters level teacher education course (Heathcote, 1994). Mantle of the Expert is a form of dramatic inquiry in which participants and teachers work together in a collaborative team. Teachers set up an imaginary world in which participants are positioned as experts with a history of success in a particular field and are commissioned to fulfil an important commission for an imaginary client. Drama conventions are included to help participants take on multiple perspectives and explore tensions that arise. In Mantle of the Expert the context is fictional but the content, skills and complexities are authentic and transferrable.

Mantle of the Expert has been used for over twenty years with children and young people, whose imaginations and propensity for socio-dramatic play helps them 'pretend' and easily build belief in the fictional context. A body of research is developing showing the benefits of the approach for children; including increasing engagement, improved social 'health' and improvements in specific skills including writing and decoding complex texts (Fraser et al 2013). However, the possibilities for using Mantle of the Expert at tertiary level, including in teacher education, have been largely unexplored.

The researchers, both experienced practitioners and educators in the approach, set up a project in which a group of 25 preservice and inservice teachers learned about Mantle of the Expert *through* Mantle of the Expert. This took place in January 2014 at University of Waikato and took the form of an intensive one-week course on campus with follow up weekend and online study. Participants were positioned as members of an education research team commissioned by the "Ministry of Learning" to produce a detailed annotated bibliography and training powerpoint for teachers. Traditional teaching and assessment tasks were framed as part of this fictional context and participants moved in and out of role to take multiple perspectives, engage with the 'client' and fictional stakeholders and deal with issues that arose. Dramatic tensions were introduced to "spice up" the learning and build engagement.

The researchers' objectives were to discover participant's perceptions of the affordances and constraints of the Mantle of the Expert approach for adult learners. In particular we asked whether adults felt they could "buy in" to the imaginary aspects in the same way as children do. A second point of interest was whether the teaching approach impacted on student achievement. Data was gathered from student conversations, field notes and reflective writing as well as a follow up survey.

This presentation will give a brief outline of the Mantle of the Expert approach as used in the project and report on early findings from the study.

Group Two

Paper one - Mathematical thinking and reasoning proficiency in primary teacher education programmes: MARKITE, Beverly Cooper and Bronwen Cowie, University of Waikato

Mathematical understanding is fundamental for effective participation in society, and delivers significant social and economic benefits. This paper reports on the initial findings of an innovative 3-year TLRI project that investigates the development of critical awareness, confidence and competence in mathematical thinking that primary student-teachers require for teaching across the curriculum, for collecting and interpreting student achievement data, and for undertaking administrative tasks.

The project builds on the following four strands of established research:

1. the distinctive qualities and needs of adult learners;
2. the merits of embedded (numeracy) instruction;

3. structures and strategies to support self-regulated learning; and
4. the need to focus on system change.

With two levels of focus: individual student-teacher learning and the system that supports this learning, the study aims to consolidate, build and deepen understandings of how to develop the Mathematical Thinking and Reasoning Proficiency (MTRP) student-teachers will need in their role as teachers. It aims to find how student-teacher MTRP changes over the course of an ITE programme when they are provided with self-regulated opportunities to learn. The study will also investigate the benefits of embedding and making explicit MTR across the breadth of their ITE programme. Some student-teachers will be tracked into their first two years of teaching. Working with other universities the project aims to be scalable and transferable.

Paper Two - Metaphor as a boundary object for pre-service teachers. Marilyn Taylor and Judy Bailey, University of Waikato

This research examines pre-service teachers' metaphors regarding the nature of mathematics. It is in-progress.

Pre-service teachers begin their formal teacher education having previously been participants in varying mathematical settings. It has long been realised these past experiences impact on the beliefs pre-service teachers hold about the nature of mathematics. These beliefs affect subsequent learning and thinking about what it means to be a teacher. It is argued that if experiences in teacher education programmes are to have a significant impact, teacher educators need to provide opportunities for the examining of beliefs. During a graduate mathematics education paper, the writing of metaphors was introduced to a group of 35 pre-service primary teachers to support the surfacing of their beliefs about the nature of mathematics, and to consider possible implications for their practice as teachers. Metaphors were written at the beginning and end of the twelve-week course. The metaphors were analysed for possible changes.

Research on beliefs and metaphors is not new. In this paper rather than report on the changes in beliefs that occurred, we shift the focus to an alternative space by also drawing on research about boundary objects. A boundary object is defined as an abstract or physical resource located in the boundaries between communities. These objects have the potential to build common understandings between groups of people. We theorise that metaphors are not only a mechanism for the surfacing and sharing of beliefs, but when regarded as conceptual boundary objects give rise to new possibilities for teacher education. Thinking about a metaphor as a conceptual boundary object may also provide a way of re-framing discourse from beliefs being problematic to a more positive basis for supporting pre-service teachers to become mathematics educators.

Group Three

Paper one - Assessing dispositions to teach, Mary Simpson and Lisa Smith, University of Otago

Based on a review of the literature on dispositions, grit, leadership in teaching, and optimism, it was found that dispositions for teaching fall into six broad areas: caring attitudes; sensitivity to differences; professional ethics/commitment to teaching; commitment to lifelong learning; democratic values; and, ability to build relationships (with students, students' parents, colleagues, and the wider education sector and local community). Although the literature provided a base for developing an instrument to measure dispositions, most of the research on dispositions for teaching has been done in the United States of America. It was recognized that the New Zealand context needed to be central in the development of an instrument. Consequently, scenarios that included dispositions set in New Zealand schooling contexts were developed. Administration of the instrument was in the form of a controlled, within-group, randomised pre-post design. This approach was chosen as it permits an examination of

change over time without the possible threat to validity from measurement reactivity. Each student was given four scenarios at the beginning of their initial teacher education programme. Scenarios were chosen at random while ensuring that all scenarios were used. At the end of the programme, each student will be given a different set of scenarios for response. Change over time, if any, will be assessed by comparing the responses from the pre- to post-administrations, using both quantitative and qualitative analyses.

This presentation reports on the development of the dispositions instrument, its initial use with students entering a Masters of Teaching and Learning (MTchgLn) option for primary and secondary schooling sectors, and presents findings from the first data set.

Paper two - Teaching as inquiry: Well intentioned, but fundamentally flawed, Leon Benade, Auckland University of Technology

Teaching as inquiry is posited in The New Zealand Curriculum as a central feature of developing 'effective pedagogy'. As such, it ought to be an expectation that teaching as inquiry would have been in active use in schools since 2010, when The New Zealand Curriculum was officially promulgated as the national curriculum. Evidence suggests, however, that the concept is neither well understood, nor is it widely practiced.

This presentation is based in part on a larger research project that seeks to understand the impacts on teachers and leaders of the concept of '21st century learning' or futures education more generally, and the progressive pedagogies which seek to meet the demands of futures education. Part of this research seeks to evaluate the claim of deepening teacher reflective practice promised by such pedagogies. This research draws on both critical theoretic and case study approaches. It therefore engages in critical policy and documentary analysis, critical review of existing research, and triangulates by reference to case study interview material.

Teaching as inquiry is considered as a flawed model. The presentation argues for reclaiming the concept of collaborative, critical teacher reflective practice. It will be argued that the label 'teaching as inquiry' be abandoned. It will be proposed that greater effort is required at the in-service level to prepare beginning teachers to be reflective, critical and collaborative practitioners able to reflect not only on their own teaching, but on their pedagogy, and more importantly, on the pedagogy of their school and its community.

Group Four

Paper one - ePortfolio: Innovation for Transformation? Lyn Lewis, Auckland University of Technology

In New Zealand, ePortfolios have been introduced into many initial teacher education programmes, where they are used for a range of purposes such as presentation of achievements, professional development over time and formative as well as summative assessment. Such use suggests the ePortfolio to be a repository or record of learning. The provocation of this presentation is to suggest that ePortfolios might be more than this, that they might transform learning experiences.

The presentation reports on the findings of research conducted over the five year period 2009-2013. ePortfolios were introduced into the Professional Inquiry and Practice papers of the Bachelor of Education (primary) programme at AUT University in 2009. Their initial purpose was to serve as a repository for artefacts presented as evidence of student achievement of the Graduating Teacher Standards (GTS). Over time, however, the use of the ePortfolio has been broadened to include assessment and personal professional development in a range of curriculum and general education papers. A shift in focus from initial use of ePortfolio as a tool to ePortfolio as a pedagogy has been reflected in student perceptions of their learning.

Three different research projects have focused on student perspectives of ePortfolio: a quantitative questionnaire survey from 2009-2011 collected cohort feedback over six semesters on their views of ePortfolio, while a qualitative project involving focus groups and individual interviews sought rich data on student learning experiences from 3 of these cohorts in 2010/2011. In 2013 a focus group of male students considered issues around digital identity and the ethics of (re)presenting the 'self' in ePortfolio. Findings related to our AUT experience will be reported through three themes which explore the transformational potential (or not) of ePortfolio: (1) differing learning experiences of initial and mature users; (2) eportfolio as a pedagogy for learning; (3) issues of ethics, identity and authenticity.

Paper two - Stepping into the unknown: Secondary graduate ITE students' practicum, digital technologies and the school/associate role, Noeline Wright, University of Waikato

This presentation outlines issues that secondary graduate pre-service teachers note regarding their required efforts to integrate digital technologies into their practicum experiences. Evidence was synthesised from ITE students' comments within their reports on an assessment task identifying their experience in designing a learning purpose for, and using a digital technology in, at least one lesson during practicum. This evidence, from Moodle and myportfolio postings over two years, was analysed inductively (Johnson & Christensen, 2004) from two cohorts of approximately 160 students in consecutive graduate programme years. No analysis took place until all students had completed their ITE programme. Permission to use their work for this purpose required documented individual consent.

The intention of the presentation is to open up debate about the roles of ITE educators and associate teachers in supporting pre-service teachers to experiment with digital technologies in school learning contexts. This expectation of experimentation during practicum often occurs in considerable tension with associate teachers' practices, beliefs and knowledge, as well as school policies and provisions in relation to digital and mobile device access. Both ITE lecturers and associate teachers can harbour strong personal misgivings about the role of digital technologies in learning. Perhaps too, they are reluctant to demonstrate a lack of professional proficiency and/or knowledge of these technologies to novice teachers when they are supposed to be in the role of expert. In the case of associate teachers, they may also teach in schools where policies actively prevent experimentation with digital technologies - particularly mobile ones - or create too many hurdles for them to know how to help student teachers overcome them.

The presentation thus suggests some of the fishhooks inherent in initial teacher education programmes that are focused on preparing teachers for working in increasingly 'mobile complex' (Pachler et al., 2010) educational environments within a digitally 'on' social fabric. As such, the presentation uses documented evidence from student tasks to highlight the complexity of expecting digitally integrated learning to take place.

Group Five

Paper one - Possible future directions of gifted education in teacher education (early childhood) in Aotearoa New Zealand, Mel Wong, Manukau Institute of Technology

This oral presentation draws on some initial findings from a national survey and selected interviews conducted for a doctoral research project. The aim of the research is to develop an 'ideal type' of initial teacher education (ITE) programme, that is informed by the findings, and that will equip graduating teachers to provide for gifted and twice-exceptional (both gifted and disabled) children in early childhood settings in Aotearoa New Zealand. Gifted children have additional needs because they have abilities that are at least two to three years in advance of their chronological age, and twice-exceptional children have not only those gifted needs but also the needs of disabled students. *Te Whāriki* (the New Zealand Early Childhood Curriculum) is intended to be inclusive by embracing those who have additional learning needs. In the Gifted

Education Policy, the Government acknowledges that - like other children - gifted children are entitled to access and receive appropriate educational opportunities. However, preliminary results of the project show the learning needs of gifted children are still sometimes overlooked by their teachers, especially the needs of children who are twice-exceptional. Preliminary results also indicate that the curriculum content pays scant attention to introducing teacher education students to gifted education and to the needs of gifted and twice-exceptional children. Furthermore, the little attention that is paid to this area of special education seems to be embedded within courses on inclusive education, suggesting that gifted education is not explicitly emphasised in many ITE programmes even though Government policy acknowledges gifted education. Ironically, the New Zealand Gifted Education Policy states the provision for gifted learners should be supported by on-going high-quality teacher education. This presentation will explore these findings as well as invite professional dialogue from those present about what an ideal type of ITE early childhood programme might comprise. The ideal type of programme would empower teachers to work with gifted and twice-exceptional children as well as other children in early childhood settings. Dialogue will be recorded by a note taker, thus providing additional (anonymous) data further informing the development of the ideal type of ITE programme. To hold true to the inclusive principles of *Te Whāriki* and the gifted education policy, an ideal type of teacher education programme would need to consider ways of upskilling student teachers and early childhood practitioners so that they can support gifted and twice-exceptional children. Such a programme will become an exemplar for the future direction of gifted education in teacher education.

Paper two - Primary and secondary student teacher views of practicum visiting lecturers: similarities and differences. Kelly Bigwood and Sandra Chandler, University of Auckland

Background to the topic

Research and policy highlights the importance that the practicum plays in learning to teach (eg. Anderson & Stillman, 2013). The visiting lecturer has been shown to have an influence on the student teacher learning that takes place on practicum (Fayne, 2007). However, while studies have investigated the role of the visiting lecturer, there appears to be less of a research focus on student teacher's views of the visiting lecturer's role on the practicum. Hence the focus of this presentation.

Research question

What are similarities and differences between primary and secondary student teachers' views of their practicum visiting lecturers?

Research methods and analysis

The data were collected as part of two separate, small-scale interpretive qualitative studies - one of secondary and one of primary student teachers (both studies are completed). Both studies investigated participant perceptions of the factors that enabled or constrained student teacher learning on the practicum. The data in the primary study were collected via eight individual semi-structured interviews and the data in the secondary study were via two semi-structured focus group interviews comprising eleven participants. The focus group and individual interviews were audiotaped and transcribed in full.

An inductive approach was taken in the analysis of the data extracted from the two studies. The researchers coded the transcripts from both studies individually to identify the participant comments that related specifically to visiting lecturers. Substantive themes were developed from the data in accordance with Creswell's (2007) procedures.

Findings

The findings revealed commonalities in how both groups viewed visiting lecturers. All the participants thought that their visiting lecturers played an important role in the practicum. They all felt that visiting lecturers were most likely to provide support for student teachers when visiting lecturers: knew or had a connection with the student teacher; offered timely, constructive feedback; and established professional credibility.

However, the findings also showed there were differences between the two groups. The primary participants saw the visiting lecturer as playing a key role in supporting them during the practicum, whereas the secondary participants saw the visiting lecturer as but one of a number of people who provided secondary student teachers with support during the practicum. While visiting lecturer credibility was important to both groups, curriculum expertise was critical for secondary participants, whereas for primary participants it was the visiting lecturers' experience and expertise as a teacher that appeared to be more important. The primary student teachers viewed their visiting lecturers as mentors and had an expectation that their visiting lecturers would provide educative mentoring, while secondary participants saw the visiting lecturer's role more as being assessment-related and made no mention of visiting lecturers as educative mentors.

Contribution to knowledge

The findings have implications for the way the visiting lecturer role is conceptualised, carried out, and supported in primary and secondary settings.

Session Three Wednesday 9th July 2014, 1.45pm - 3.00pm

Group One

Workshop - Writing a MESH Guide - An Introduction, Marilyn Leask, University of Bedfordshire, UK

This is a workshop with practical outcomes. Those attending are asked to bring research publications which they consider have findings relevant to teachers. These could be in the form of a dissertation (Masters, EdD or PhD), a research report or an article for an academic or professional audience or a literature or systematic review.

Group Two

Paper one - Teacher Educator professional identities -complex negotiations within the preservice and inservice sectors, Jane Abbiss, and Ronnie Davey University of Canterbury

In Aotearoa New Zealand, as is the case elsewhere, the work of teacher educators has been dramatically re-framed in response to global pressures of neoliberalism, national political and policy agendas for tertiary education and teacher education more specifically, and localised institutional re-structuring (Zuljan & Vogrinc, 2011). Within specific contexts, but in response to shared pressures, teacher educators have had their professional work brought into relief and their professional identities challenged (Davey, 2013). There is a growing body of work that positions teacher education as a specific social practice, discipline and profession (eg. Loughran, 2006), and that explores issues and aspects of teacher educator identity (including Bates, Swennan & Jones, 2009; Davey, 2013; Murray & Male, 2005). There is, however, a limited amount of research that distinguishes pre-service and in-service teacher education and focuses on the heterogeneous nature of teacher education. This paper seeks to illuminate issues relating to teacher educator identity negotiations that may be similar or different for different groups of teacher educators.

Theoretically, we take as starting points the notions of *identity* as socially constructed, subjective, plural, and subject to constant personal negotiations as people position and re-position themselves within social and institutional contexts (Hollway, 1984; Pinnegar & Murphy, 2011), and *professional identity* as the 'valued professional self' (Davey, 2013). Teacher educators' identity negotiations are complex. They are tied up with individual teacher educators' lived experiences and how they want to personally present themselves in the performance of their roles as teacher educators, the development of a collective identity as a professional community, and the positioning of teacher educators within institutional structures. We posit that pre-service and in-service teacher educators' identity negotiations reflect a shared professional identity,

while also reflecting different tensions in roles and positioning in relation to institutional structures and hierarchies. Through the review of four different qualitative research studies we have conducted that, in different ways, explored teacher educators' lived experience, practice and professional identity negotiations. The review of studies is qualitative and exploratory. Adopting a model that theorises teacher educator professional identity in relation to the notions of 'doing', 'knowing' and 'being' and 'belonging' (Davey, 2013), the four research studies are examined in relation to pre-service and in-service teacher educators' professional identity negotiations. Questions are asked about whether there is or is not a qualitative difference between pre-service and in-service teacher educators' professional identities and the nature of any differences.

In exploring pre-service and in-service teacher educators' identity negotiations, this paper contributes to theorising the professional identities of teacher educators. It builds on recent work European and other authors (including Bates, Swennan & Jones, 2011; Davey, 2013; Murray, 2014). In particular, by looking at the similarities and differences of the lived experiences and identity negotiations of pre-service and in-service teacher educators, and the contexts of their work within academic hierarchies and institutional structures, we problematise the roles, status and complexity of teacher educator identity negotiations across contexts.

We expect to move towards tentative conclusions about what helps make identity negotiations positive for those engaged in the work of teacher education in pre-service and in-service contexts. In doing this, we consider the positive potential of collaborative professional learning that supports pre-service and in-service teacher educators to research together in relation to their practice. We advocate that such research communities and projects present fertile sites for further identity negotiation and professional development. The complexities and tensions of the changing socio-political contexts within which New Zealand teacher educators carry out their professional and academic roles will resonate with European teacher educators who work in similarly challenging environments.

Paper two - The Professional Identity of Teacher Educators: Professional Identity as Self-image, Dr Ronnie Davey, University of Canterbury

In New Zealand, as elsewhere in the 'western' world, teacher education has been undergoing a sea-change. The neo-liberal reformism that has dominated the politics of higher education over the last two decades trailed in its wake institutional amalgamations, ongoing staff cutbacks, a culture of policy compliance, and general fiscal retrenchment in teacher education. These continue to impact on the pedagogies and modes of teacher education delivery, shifting teacher educators' professional roles and priorities, and reviving arguments of what constitutes the 'core business' of teacher education.

In such contexts, not just the content and methods of teacher education, but the very identity and place of teacher educators in the world is thrown into relief (Loughran, 2006). The growth of the self-study movement in teacher education (eg. Loughran et al. 2004), work on developing a distinctive pedagogy for teacher education (eg. Loughran, 2006; Korthagen et al. 2001), and a renewed interest in the professional learning of teacher educators (eg. Bates, Swennan & Jones, 2010; Higgins & Parsons, 2011; Swennan & van der Klink, 2010), can all be seen as responses to such meta-level changes and challenges - responses by which the teacher education community is trying to define better its own professionalism, and to assert more clearly the social worth of what teacher educators do and the nature of its discipline.

Theoretical Frameworks and methods

The larger study from which this slice is drawn investigated the professional lives of a group of NZ teacher educators from a range of teacher education institutions over a five-year period - a time of enormous flux and change in teacher education. Drawing on socio-cultural and post-structuralist concepts of professional identity, as outlined by Markus & Nurius (1986), Gee (2000), Bourdieu (1998) and others, this paper takes professional identity as being 'the valued professional self', embodied, in part, in the stories and language/discourse we use to describe our professional selves to others. It thus focuses on the links between the personal and the professional in teacher educators' identity - what it looks like, but also what it feels like, to be a teacher educator in complex and changing times.

Method of data gathering and analytical tool

Lakoff and Johnson (1980b) suggest that metaphors are deep-seated devices we use to make sense of an experience and are fundamental to our attempts to find coherence in, categorise, and make sense of our world and our place in it. “The power of language and linguistic discourse to shape practice, power relationships, and identity highlights the value of exploring how professionals use and are shaped by the metaphors they choose to describe themselves and their work (Breault, 2006).” (Davey, 2013).

Based on a metaphor analysis of archived semi-structured interviews and reflective conversations over five years conducted with colleagues and an ongoing group of teacher educators drawn from a wide range of NZ teacher education institutions, this paper outlines aspects of our evolving definition of what, conceptually, our professional identity is, through the images we have of ourselves as teacher educators. It describes one aspect of a much broader empirical study (Davey, 2010, Davey, 2013) of teacher educators’ collective professional identity, namely our professional ‘self-image’, as expressed in how we describe ourselves and our work.

Findings

The predominant clusters of metaphors emerging from the interviews/discussions include:

- Metaphors of life and living - teacher educating as a lived life
- Metaphors of journey and exploration - teacher educator as fellow traveller
- Metaphors of ecology, generation, and growth - teacher educator as gardener-environmentalist
- Metaphors of construction, design, and building - teacher educator as architect
- Metaphors of nurturing, nutrition, and relationships - teacher educator as carer
- Metaphors of catalysis, ignition, and combustion - teacher educator as alchemist.

These ‘identities’, moreover, were described with noticeable emotional ambivalence. As teachers, teachers of teachers, leaders, and researchers we are constantly “between”, “straddling” and “struggling to balance” a range of professional tensions that may uniquely characterise our professional life in ‘the spaces in between’. As noted, this particular paper investigates and problematises the ambivalences and insights offered by such metaphors and their implications for us as teacher education and for our institutions.

Group Three

Paper one - POPLN: Professional Online Presence and Learning Networks for Teacher Education, Dr Dianne Forbes, University of Waikato

Social media can be a perplexing space for teachers: Fraught with danger, privacy risks, political storms and cybersafety concerns, to the extent that some commentators have warned pre-service teachers to Stay Out! “Its called **social media** for a reason - it’s social, not professional!” (cited by Alan Newland, Newteachersblog, 7/1/12, <http://newteachersblog.wordpress.com/2012/01/07/your-right-to-tweet/>)

Numerous are the reports of teachers whose misguided use of the Internet has threatened their professionalism, reputations and careers. But, as Newland points out, social media can be a professional tool. Furthermore, the Internet can support the very connections needed for social learning. Vygotsky would surely have agreed! Indeed, this is the very essence of emergent learning theories or pedagogical views like Connectivism (Siemens, 2005). As Downes (2007) explains, “knowledge is distributed across a network of connections, and ... learning consists of the ability to construct and traverse those networks”. So how might teachers learn about teaching through connections

afforded by digital innovations?

With full recognition of the very real risks to professional integrity when social media is misused, this presentation explores a constructive challenge to all teaching professionals, from initial teacher education (across all sectors) to experienced teachers and teacher educators.

- How can we safeguard our professional integrity online?
- How can we proactively work to enhance our professional presence online?
- How might online networks support our professional learning now and in the future?

As a teacher educator, my focus on harnessing the potential of social media for learning began with an experimental attempt to spice up teacher education by setting out a challenge for student teachers. The challenge evolved into staff professional development, and further morphed into a substantial component of an online class. In this presentation, I will relate the evolution of the Professional Online Presence and Learning Networks (POPLN) challenge, sharing resources and insights, and foreshadowing future directions for innovative, connected teacher education.

Paper two - Pre-service teachers and the digital dilemma, Peter Maslin, Bethlehem Tertiary Institute

The focus for this presentation emerges from a small qualitative research project into the suitability of the iPad Mini as a practicum tool for pre-service ECE and Primary teachers. The research findings presented an unexpected insight that may have far-reaching consequences for the heralded 21st Century paradigm shift as well as for pre-service teacher's well-being. Within the research, pre service teachers reported that they found themselves in a what I have described as a "Digital Dilemma" that impacted their confidence to effectively use digital technology as a pedagogical tool in the learning environment. It appears that this 'Digital Dilemma' has two stages. The first stage relates to unmet expectations of their digital ability (as digital natives) and those they have of key stakeholders such as their Associate Teachers (Guo, Dobson & Petina, 2008,. Lei, 2009,. Prensky, 2001,. Prensky, 2012a,. Yeung, Tay, Lam-Chiang & Hui, 2012). The outcome from this first stage is often negative digital experiences on Practicum, resulting in the undermining of their initial confidence as digital educators.

The second stage occurs when they return to their teacher education provider hoping for 'answers' and a rebuilding of confidence. However, contrary to their expectation, their hoped for modelled usage of digital technology as an effective pedagogical tool, was absent (Kumar & Vigil, 2011,. Norsworthy, 2008,. Prensky, 2012b,. Smith & Greene, 2013). The consequence of these two stages is a compounding lack of confidence both in their ability to use the digital technology, but also in its potential as a pedagogical tool (Yeung, Tay, Lam-Chaing & Hui, 2012). This has far reaching implications as education is in the middle of a significant paradigm shift, powered in part by the rapid change in digital technology (Kim, Choi, Han & So, 2012). Unless we address this 'Digital Dilemma', this lack of confidence will lead to teachers who are not 'digitally empowered' (Akkoyunlu & Yilmz, 2011). Consequently, the learning of their students will be impoverished.

Group Four

Paper one - Generating dispositions for kaitiakitanga, Jenny Ritchie, UNITEC

As we near the end of the UNESCO Decade for Sustainable Development (United Nations Educational Scientific and Cultural Organization, 2012), this paper draws upon a previously completed study (Ritchie, Duhn, Rau, & Craw, 2010) to consider the role of early childhood teacher education programmes in fostering dispositions in teacher education students, which will enable these educators to in turn foster dispositions of kaitiakitanga in the children with whom they work. The paper is premised on the

importance of teacher educators recognising their role in significantly influencing future teachers to understand that they have the responsibility to awaken and support within children dispositions for living sustainably on our planet (United Nations Educational Scientific and Cultural Organisation (UNESCO), 2005). The study, completed in 2010, engaged with work in ten early childhood centres nationally, and focused on a kaupapa of 'caring for ourselves, others, and the environment' utilising both Western notions of an ethic of care (Noddings, 2005, 2007) and kaupapa Māori values such as kaitiakitanga and manaakitanga (Barker, 2010; Ellwood, 2010; Marsden, 1992). Discussion of our role as teacher educators in highlighting these dispositions will be a focus of this presentation.

Paper two - E tāua le soālaupule - The Importance of collaboration for ensuring successful course completion and academic performances, Lila Tekene, Manukau Institute of Technology

There are empirical evidences in literature that recounted the effectiveness of the Peer Assisted Study Skills (PASS) mentoring scheme (Atkins, May, & Marks-Maden, 2005; Tariq, 2005; O'Donnell, 2004 ;). However, although it is proven valuable there has been no diagnostic test to find if students' improvement in grades is due to PASS or their innate abilities (Dobbie & Joyce (2008; 2009). This paper discusses an action learning project that was provided (voluntary) to supplement support for first and second year Maori and Pacific Island students from the Bachelor of Education (ECT) at Manukau Institute of Technology by using PASS (Peer Assisted Study Skills) tutorials to raise the academic performances of those students who voluntarily participate. Students who were pursuing a Bachelor of Education from cohort 1 and 2 were invited to participate in semester 2, 2011 and semester 1 of 2012. Those who volunteered to participate were the ones who faced many challenges in classrooms and on borderline of academic achievement. Peer mentors were also invited to participate from cohort 3. Twenty eight students from cohort 1 & 2 were placed under the guidance of 7 mentors from their own cultural backgrounds. Qualitative data showed that students' academic achievements increased even though there was no significant difference in quantitative data. The research concludes that building relationships is one crucial aspect of a successful Maori and Pacific mentoring programme. It also highlights the importance of placement of students with mentors from the same cultural backgrounds so they can interact in their own language for clarification purposes. Most importantly, students need to be taught scholastic skills on 'how to learn' in order to become life-long learners and best leaders in facilitating curriculum changes in the future.

Group Five

Paper one - Do we agree when we make judgments of student teachers' readiness to teach? Dr Mavis Haigh & Dr Fiona Ell, University of Auckland

One key site for determining student teacher suitability, or otherwise, for entry into the profession is the practicum. Yet the assessment of student teachers' competence during practicum appears to be particularly problematic. Little is known about how these judgments of 'readiness to teach' are made. Such judgments involve both conscious and unconscious processes. In order to better understand judgments of 'readiness to teach' we need to tap into the understandings and evidences utilized by teachers in making their decisions about prospective teachers. In this paper we show how the decisions made by mentor teachers as they assess student teachers can be captured through the use of vignettes of student teacher practice.

Research design:

Eighteen experienced mentors of student teachers in primary schools were interviewed for this study. The interviews were an hour long and focused on four vignettes that described student teachers. Each vignette focused on the same aspects of the student teachers, using six dimensions of readiness to teach that were determined by a prior study (Haigh, Ell & Mackisack, 2013). The vignettes were constructed so the student teachers were described very positively, neutrally or negatively on each dimension.

Two vignettes were of students with poor professional practice but positive personal qualities and two vignettes were the inverse. The participants were asked to decide if the student teacher described in the vignette should receive a high pass, pass, low pass or fail for their final practicum. The interviewer then asked the participants to explain their judgment, focusing on how they approached the task and what they paid the most attention to.

Findings:

Although each vignette contained two dimensions of readiness to teach that the described student was very poor at, only 16 of the 72 judgments made were fails. Three of the four vignettes received all the types of grade available (from high pass to fail). The remaining vignette received only passing grades, with no fails. The tension between 'who they are' and 'what they do' can be seen here, and was further elucidated in the reasoning given by the participants. Some participants felt that personal attributes could be learnt, but professional practices could not. Others thought the reverse. In deciding their grade, some participants started from weaknesses, some from strengths. Formal (eg: standards) and informal (eg: experiences) reference points were used idiosyncratically to guide some decisions.

Paper two - Preparing for Beginning Teacher Job Applications, Anna Whitehead, Auckland University of Technology

There is little present day literature to help the recently graduated primary student get that employment interview. The recent drop in teacher vacancies in New Zealand maybe seen to reflect the tightening of the New Zealand and global labour market, or it may be due to a change in the supply of teachers. It is thought that at present there is a short term increase in supply and a decrease in demand. Many principals are saying there are too many teaching graduates, not enough jobs, and that graduates will struggle to find work. It is also known that mature teachers are staying in positions longer because of financial pressures.

The 2013 Monitoring Teacher Supply report (MOE) states that there were there were 220.5 full-time equivalent vacancies in state and state-integrated schools at the start of the 2013 school year; however vacancies are still well down from the 2006-2009 period. While there is a range of contextual factors that affect job supply, how do you get an edge when one advertised teaching position gets over 100 applications? This small scale survey of principals revealed some surprising data suggesting a range of factors are involved before getting that interview. Recent primary graduates have engaged in numerous conversations about qualifications, professionalism, preparing one's curriculum vitae and types of questions that might be asked in an interview. This is important and every student today realises that they are facing a competitive situation and having an edge is helpful. As this research shows it may also be important to attend to the ways in which principals make their decisions regarding shortlisting suitable applicants.

The findings from this survey suggest that there are a range of important factors that are relevant to students even before they finish their studies. Recent practicum information, where they did their practicum, which education provider, and locality were seen as important, larger providers were seen as preferable, and three out of five principals said they would check and speak to their practicum associate teacher. Eportfolios are seen as showing digital capabilities; however grades do not seem to be particularly relevant. Most of the principals looked at face book to check on students and where planning to do more of this in the future. Professional cvs having perfect spelling and grammar, having no text language and being succinct was seen as essential. All principals talked about looking for a 'good fit' with staff and parents. Photos on applications were mostly seen as not necessary and even distracting, or negative. Personal statements as one principal stated were not read, and they did not want to see a student's philosophy of teaching, saying 'words are cheap', it is actions, skills and relevant experiences that they were looking for.

The overall findings suggest that at this point in time applicants need to show how they can contribute to the school, be specific rather than generic, e.g. I can play the ukulele, and offer music support, rather than 'I am passionate, hardworking' etc., and finally if this year you are relieving, set yourself apart and go the extra mile.

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