

Proceedings of the 30th Annual
AUSTRALIAN TEACHER EDUCATION
ASSOCIATION

Conference
Brisbane July 2002



**THIS CONFERENCE PROVIDED
AN OPPORTUNITY FOR
ACTIVE DISCUSSION,
DEBATE AND SHARING OF
IDEAS ABOUT THE FUTURE
DIRECTION OF
TEACHER EDUCATION
IN AUSTRALIA.**

Edited by
Michelle G Aniftos &
Alison Mander

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TEACHER EDUCATION 2010: ATEA FORUM 2002

Proceedings of the 30th Annual
Australian Teacher Education Association
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Author/s	Title	Abstract
Cambourne, Ferry & Kiggins (also see individual papers by each of these authors)	2010 - The KBC Odyssey: Knowledge building teachers for the e- classroom.	Given the multiplicity of demands that classroom teachers face in this new millennium teacher education must change to accommodate workplace teacher education and learning. The Knowledge Building Community (KBC) Program, which has been in operation for four years at the University of Wollongong, is an attempt to explore some of these issues. The KBC project is an approach to program delivery, which is quite different from more traditional models. KBC students spend 2 days per week in schools as "Associate Teachers", and 2 days per week in a Uni "home room" where they work collegially and collaboratively in applying the skills of problem based learning (PBL) to create a "knowledge collective" which they draw upon to complete negotiated assessment tasks. The three authors are members of the team which was charged with the brief of designing, delivering, and evaluating the efficacy of this way of delivering a pre-service Teacher Education program.
Steve Tobias	Asynchronous learning through electronic mail with preservice mathematics teachers	This presentation will focus on a teacher education program for primary and secondary preservice mathematics teachers. The program conducted as a joint university and school based arrangement required participants to meet for a weekly two-hour seminar and teaching session over one academic semester. Preservice teachers were challenged through the seminars to adopt a social constructivist orientation to teaching and learning mathematics and actively investigate these approaches as part of a classroom teaching team. The teaching teams operated collaboratively and were composed of a classroom teacher and two preservice teachers who interacted with a university based mathematics educator. The team members negotiated the class topics and themes along with the teaching approaches to be utilized. Planning, implementation and reflection were key expectations of each lesson. Documentation of each lesson centred on the development of students' conceptual and procedural mathematical understandings and undertaken through either an electronic mail or handwritten journal format.
Brown & McGraw *PR*	Becoming 'enquirers into educational practice': a progress report on developments in the GradDipEd (Secondary)	This paper will explore some developments in the Graduate Diploma of Education at the University of Ballarat following a course review in 2001. The need for educators to become ' enquirers into educational practice ' (Reid and O'Donoghue, 2001) was central to proposed changes in the course. The paper will describe how we have attempted to turn our theorising into a practical program through more focused school visits, a practicum seminar series, a mentoring model in schools experience and core units with enquiry as a central focus. Some tentative reflections will be made on the experience as it is being lived this year. The model is under development and the implementation is clearly a 'work in progress'.