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Chapter 9

Transitioning to practice across the professions: Some lessons from the teaching profession

Leanne Crosswell & Denise Beutel

Introduction

Across the professions, there is strong interest in the transition between graduation and early stages of professional practice. Our initial literature search revealed that this period of transition is significant to professions that include nursing, vets, midwives, financial planners, lawyers, occupational therapists, doctors as well as our particular area of interest – teachers. This importance is easy to understand for in these applied fields new graduates need to be competent in applying and synthesizing their theoretical content knowledge on a daily basis, often with limited supervision and mentoring (Goetz, Tombs & Hampton, 2005). As such, this transition period is of critical importance to the individual and their feelings of competence and early profession learning. An added layer for graduates in these professions during this transition/probation period is that they are also expected to have well-developed 'soft skills' such as communication, problem solving, and teamwork (Oblinger & Verville, 1998; Rao & Sylvester, 2000) in order to be effective in their roles.

Universities have a vested interest in ensuring their graduates make an effective transition to professional practice. In the current competitive environment, university programs are jostling for both student numbers and industry recognition. Many Australian universities are marketing programs that claim to produce graduates who are 'job-ready' and capable of making a smooth and speedy transition to professional practice. Often, the performance of their graduates is used as evidence of the quality of university programs.

One positive by-product of this strong focus on effectively preparing graduates for work has been a grassroots revolution in teaching and learning in the higher education sector. There has been movement away from traditional approaches including transmission style lecturing,

towards an uptake of strategies that encourage students to apply theory to real work contexts, such as problem based learning, experiential learning and work integrated learning (Billett, 2009). Teaching innovations that focus on the practical application of learning have received strong support from both students and their employers (Department of Education, Employment and Workplace Relations (DEEWR), 2008). These types of learning approaches are an effective way of ensuring the quality of graduates and the standard of professional occupational competence, while at the same time increasing the capacity of these students to be able to transfer this learning to work contexts (see DEEWR, 2008; DEST, 2002; Universities Australia, 2008).

It is important to note that significant educational challenges arise for universities as they attempt to prepare their graduates for smooth transition to practice. This expectation poses some issues because of the diverse regulations already in place for some occupations (Billett, 2009). While some professions hold to an historical structure of practice based learning (such as accountancy, law and medicine), others are strictly regulated in terms of the possible practical experiences in the field (such as teaching and nursing) while other fields need to take a more 'boutique' approach to professional preparation. Fundamentally, however, there is a need to develop the canonical knowledge of each profession (i.e. the knowledge required by all who practice that occupation), and also a requirement for this knowledge to be learnt in ways that make it adaptable to the practices that graduates will encounter during their courses and directly upon graduation in particular practice settings (Billett, 2009).

In this chapter we discuss the general literature around transitioning to practice across the professions. We seek to position ourselves within a social constructivist paradigm and use the community of practice literature to interrogate the conceptions of transition to practice, like Tobell and O'Donnell (2005) before us. We use the literature around reflective practice to provide a foundational understanding of the current state of play and how we are positioning ourselves within it, before looking to the data emerging from the pilot study of pre-service teacher graduates.

Transition to a profession

Understanding the anxieties and concerns around transition to professional practice is critical for all involved parties, particularly the new graduates (Tryssenaar & Perkins, 1999). While, graduates may feel confident in demonstrating competency in core foundational skills, they often feel underprepared and challenged about applying these skills to practice (Lempp, Cochrane, Seabrook, & Rees, 2004; Tryssenaar & Perkins,

1999, 2001). In the transition to practice, new graduates (who often have high expectations of their own capacity) must simultaneously adjust to being a new member of a professional team (often in an uncertain role), acclimatize to a new organization culture, construct their own professional identity, and adapt to long work hours. While this transition period can be problematic and challenging, the payoff of a successful transition period is the addition of a new, professionally satisfied and competent member of the profession (Smith & Pilling, 2007).

Historically an apprenticeship model where a 'master' taught their apprentices the necessary skills has been the principal method of entering a profession. In recent times, preparation to enter a profession has been taken up by programs within tertiary institutions.

Only in the last century, and only in industrialized nations, has formal schooling emerged as a widespread method of educating the young. Before schools appeared, apprenticeship was the most common means of learning and was used to transmit the knowledge required for expert practice in fields from painting and sculpting to medicine and law. (Collins, Brown, & Newman, 1990, p. 453)

Current literature suggests that an effective transition in more contemporary contexts has very specific requirements, these being mastery of the canonical skills of the profession (Adamson, Hunt, Harris & Hummel, 1998; Billett, 2009; Hodgetts, et al., 2007), competent generic 'soft skills' to assist the professional socialization, such as reflective practice, communication, problem solving and conflict resolution (Adamson, et al., 1998; Hummel & Koelmeyer, 1999), a mentor or supervisor to support and direct learning (McInstry, 2005), and prior experience of work placement and/ or work integrated learning opportunities (Atkinson & Steward, 1997; Reeves, et al., 2004) to lessen the possibility of 'reality shock'. Alongside these fundamental requirements, is the fact that a new graduate also needs effective 'professional socialization' that involves the gradual assimilation of the values and attitudes of the profession (Prince, Boshuizen, van Der Vleuten & Scherpbier, 2005). While this chapter will focus on two key elements of successful transition to teaching: understanding and mastery of the canonical skills of the profession and reflective practice, it is important to understand the specificities associated with transitioning to teaching. These are discussed in the next section.

Transition to teaching

In comparison to other established professions, the wider literature recognizes that the transition to teaching is often haphazard and largely

unsupported (see DEST, 2002; Herrington & Herrington, 2004; Ramsey, 2000). This negative comparison of teaching to other professions has been highlighted by Ramsey's (2000) review of teaching in New South Wales where he states that 'In most professions, responsibility for preparation and induction of new members is viewed as a significant professional responsibility; such a view does not strongly characterise teaching' (p. 117). For the majority of beginning teachers, the transition from university to the profession involves little formal transition processes at all. For a significant portion of new teachers this transition can best be described as merely the closing of one door [completing their university teacher preparation programs] and the opening of another [taking up a position as a teacher] (Herrington & Herrington, 2004). While it is very rare for universities to be involved in the induction process once they have graduated their students, this paper reports on such a program of innovative practice. It is acknowledged that, while there are a number of systemic approaches to induction by some employing bodies, implementation of induction is still being left to the schools in which beginning teachers are placed. It is highly contestable that schools have the resources (time or staff) to undertake this critical aspect of professional development in a consistent and effective way (Ramsey, 2000; DEST 2002). Instead the current approach to teacher induction continues to rely 'on the support of principals and the goodwill of staff' (DEST, 2002, p. 21).

A theoretical positioning

The above review of the transition to practice literature serves to illustrate the complexities for new graduates and the people who are trying to support their effective transition to practice. The theoretical framing we are taking in this chapter is from a social constructivist position. Social constructivism focuses on the interdependence of social and individual processes in the co-construction of knowledge (Palincsar, 1998). The basic tenet of social constructivism is that learning occurs when people engage in social interactions with each other and through interactions with their environments. We believe that a social constructivist lens allows us to develop a strong position from which to situate and discuss the experience of transition to practice. It is argued, from a social constructivist position, that graduates learn through social interactions with the new school communities in which they are situated. In other words, we posit that immersion in these 'communities of practice' facilitates the professional learning of graduates. In this section, we discuss essential elements that emerge theoretically from a 'communities of practice' model.

Communities of practice (CoP), challenges traditional transmission models of learning and offers an alternative view of understanding the

practices and tasks of transition. In this sense, each community has practices, that serve to define it but that are negotiated by the participants. The community can be seen to be dynamic and the members are developing continually as practices evolve. A CoP does not have a set of practices set in stone, which new members acquire and perform. Rather, in performance the practices are reconstituted and in new membership the practices are developed. In transition to practice graduates are joining new communities. In one sense they are legitimate peripheral participants in these new communities, for participation is not inevitable in joining a new professional community; rather it is mediated by a variety of factors which could be investigated using an ecological model.

While there are tensions between the CoP model and the notions of professional socialization and canonical practices discussed above, we want to investigate the usefulness of the CoP model in understanding transition. For example, graduates come from university, where they have been full participants (hopefully), engaged in the various learning and experiences of the university and as they move to the professions they become, by definition, peripheral participants, with no experience of their new community. Their identity is often unsure because they do not know how to define themselves in relation to the new community of practice. They are yet to become familiar with the intimate practices of the new community and their role as a participant in that community. This chapter considers transition in this light and discusses how new graduates perceive their formal teacher education preparation as they prepare to enter the teaching profession.

The challenges of transition have already been discussed in this chapter, and while some research serves to problematise transition, we want to question this. Instead we would like to argue that the challenges that graduates face in their transition to professional practice is not so much a problem, but rather a natural consequence of learning. Entering any new context requires time to understand and negotiate the skills necessary to function effectively within it. Effective learners do not merely transfer behaviours from one context to another, instead they reflect on how to apply their present knowledge and skills in this new context. As such, the context (or community of practice) influences the new graduate and their on-going construction of a professional identity (Wenger, 1998). The context for the performance constitutes that performance. It therefore follows that to understand graduates in this period of transition a more holistic approach is needed. It is not just a case of measuring performance and attitude rather it is about investigating the practices which shape the communities which construct graduates' professional life. In light of this

discussion, we argue that reflective practice plays a critical role in the effective transition to practice.

Describing the impact of reflective practice

Reflective practice is a concept initially written about by John Dewey (1933) and later expanded on by others, such as Donald Schön and David Boud. The central principle of reflective practice is the integration of theory with practice, which connects well to other theories such as experiential learning and lifelong learning. Reflective practice can best be described as a self-regulated learning process. It is an important human activity where an individual recaptures their experiences, think about them, mulls them over and evaluates them (Boud, Keogh & Walker, 1985). As such, reflective practice enhances the individuals' ability to make knowledgeable and considered decisions in the field, through 'reflection on action' and 'reflection-in-action' (Schön, 1983). Although it is applicable to all fields, it is commonly used in health and teaching professions (Boud, Keogh & Walker, 1985; Schön, 1983). It can help professionals to develop both personally and professionally. Reflective practice provides a way of promoting the development of autonomous, qualified and self-directed professionals. It allows professionals to continually update their skills and knowledge and consider ways to interact with their colleagues.

In teaching, reflective practice refers to the process of the teacher studying his or her own teaching methods and determining what works best for the students. It involves the consideration of the ethical consequences of classroom procedures on students. The argument for the use of reflective practice for teachers is that, as teaching and learning are complex, and there is not one right approach, reflecting on different versions of teaching, and reshaping past and current experiences will assist a teacher in improving their daily practice, perhaps even moving beyond existing theories and practices to respond to new situations. Reflective practice is an important strategy also in professions other than teaching. Some examples are provided below.

Reflective practice in other professions

Reflective practice provides an efficient way for healthcare professionals to enhance their practice. Due to the complex and continually changing context of healthcare and the exponential growth of medical knowledge, there is a high level of demand on healthcare professionals' expertise. For example, reflective practice may result in a health care professional noticing when there may be an unanticipated or unusual response to treatment, critically reviewing their initial understanding on the

problem and generating alternate solutions. This has the added benefit of assisting health care professional to be responsive to new learning situations that will develop their skills and knowledge base. Engaging in reflective practice is associated with the improvement of the quality of care, stimulating personal and professional growth and closing the gap between theory and practice.

Another example of the usefulness of reflective practice is provided in the area of environmental management and sustainability. There is some criticism that traditional environmental management simply focuses on the problem at hand and fails to integrate wider environmental contexts into decision making. While research and science must inform the process of environmental management, it is up to the practitioner to integrate those results within the wider context. In order to enact this, Bryant and Wilson (1998) propose that a "more reflective approach is required that seeks to rethink the basic premises of environmental management as a process" (p. 317). This style of approach has been found to be successful in sustainable development projects where participants responded positively to the educational aspect of utilising reflective practice throughout. However, the authors did note that there are challenges with melding the "circularity" of reflective practice theory with the "doing" of sustainability.

While it is important to note the significance of reflective practice across the professions, the study described in this chapter is situated in the field of education. The following section sets the context for this study and describes the significance of this focus.

Setting the context

The Graduate Diploma in Education course at a university in Queensland, Australia, provides the context for the study described in this chapter. Currently in Australia, Graduate Diploma programs for teacher education comprise one year of full-time study equivalent plus field experience in schools. These programs are designed to enable students who already hold a university degree to acquire the knowledge, skills and dispositions they need to successfully enter the teaching profession.

One-year Graduate Diploma courses have been criticised for their lack of opportunity for extended development of pedagogical skills and understanding of contemporary school contexts (Skilbeck & Connell, 2004). However, rather than increasing the length of pre-service teacher education courses to improve teaching quality, it is argued that a more coherent learning and development system for teachers

needs to be created in which pre-service teacher education, induction and professional development are much better interconnected and coordinated (Organisation for Economic Co-operation and Development (OECD), 2005). It is argued also that teachers who enter teaching via one-year programs have greater depth of discipline specific knowledge (OECD, 2005) than teacher graduates who have undertaken traditional four year undergraduate teacher education courses. Graduates of one-year programs value add to teaching as they bring with them a wealth of knowledge, experience, expertise and maturity. Their prior experiences and life skills often include parenthood and work with young people as well as employment experience and expectations from other work places (Skilbeck & Connell, 2004).

The need for comprehensive programs of ongoing professional support for early career teachers has been consistently identified in research reports into teaching and teacher education over the past decade (Department of Education, Science and Training (DEST), 2002; House of Representatives Standing Committee on Education and Vocational Training, 2007). Ramsey (2000) argues that what is needed is greater continuity between pre-service teacher education and induction with both conceptualised in a holistic way as constituting initial teacher education. However, currently in Australia, initial teacher education and the induction of beginning teachers generally exist as independent processes with few existing connections between teacher education institutions and teacher induction programs.

The research project on which this chapter is based directly addresses some key shortfalls levelled at current approaches to the development of a high quality teaching fraternity. The project aims to facilitate and support the development of high quality teachers and teaching through an extended model of teacher preparation. The model comprises a 1+2 program of formal teacher preparation: a one-year teacher education course, the Graduate Diploma in Education, followed by a comprehensive two year program of workplace induction and ongoing professional learning tailored to meet graduate and employer needs. This model has the potential to transform teacher education and mainstream into other professions.

The suite of modules that constitutes the supporting professional learning program is currently being trialled at the university that provides the context for this study. The professional learning modules have been developed around three clusters of practices critical to teachers' work: teaching and learning, relationships, and reflective practice. The clusters were selected as they mirror the three areas underpinning the Queensland

College of Teachers' Professional Standards for Queensland Teachers. The Professional Standards were developed by the QCT, the statutory authority for teacher education and teacher registration in Queensland, for teacher registration purposes and describe "the abilities, knowledge, understandings and professional values that teachers in Queensland demonstrate as they provide meaningful and high quality educational experiences for students" (Queensland College of Teachers, 2006, p. 2).

While the topics for the professional learning modules were developed around the three clusters of teachers' work described above, the content within the professional learning modules was determined from the data collected from Graduate Diploma in Education students as described in the following section.

Data collection methods

A questionnaire was used as the source of data in this qualitative interpretative study. The purpose of the questionnaire was to reveal students' perceptions (Cohen, Marion, & Morrison, 2007) of their preparedness to teach and of their perceived ongoing professional learning needs as they left the Graduate Diploma in Education program and entered professional practice. The questions in the questionnaire that related to students' ongoing professional learning needs focused on the three clusters of teacher's work that provide the framework for the QCT's Professional Standards for Queensland Teachers. Students were required to rank order the dimensions of each of these three clusters in the questionnaire in order of the perceived urgency to their current professional learning needs. The dimensions of each cluster were constituted from the QCT's Professional Standards for Queensland Teachers.

Further questions in the questionnaire focused on revealing the aspects of the Graduate Diploma in Education program that students perceived as contributing most to their transition to professional practice. Open-ended questions were included in the questionnaire to provide opportunities for students to extend and substantiate their responses.

Thirty-four students from the Graduate Diploma in Education course at the same university in southeast Queensland, Australia, completed the questionnaire. The students had recently completed their final semester of study in the program and were about to transition into professional practice. Twenty-six females and eight males completed the survey with ages ranging from early twenties to over fifty.

Data analysis

The responses to the questionnaire were collated and then analysed. In the analysis, the data was coded, compared and grouped in a procedure similar to that outlined by Miles and Huberman (1994). The data was examined and emerging themes noted. The responses to the extended questions supported the themes and assisted in providing overall views of students' perceived ongoing learning needs and of the contributions of the Graduate Diploma in Education to their transition to practice.

Results and discussion

In this section we identify and discuss four key themes, which emerged from the survey findings. These are considered and discussed in light of the current literature in the field.

1). Graduates are seeking more practical skills for their professional toolkit

The questionnaire data reflects the notion that graduates are keen to have an expanded set of practical strategies they can apply to practice. While many graduates express confidence in their core understandings of their profession, they still express concern when it comes applying this knowledge in practice (Lempp et al., 2004; Tryssenaar & Perkins, 1999, 2001). This study indicates that teaching graduates transitioning to the profession are expressing a desire for even more practical strategies for application in the classroom. There were very few responses that identified the need for further theoretical knowledge to best assist them in making the transition to the classroom. One possible explanation (and most attractive to those of us who coordinate such programs) is that the teacher preparation programs have done an outstanding job in exposing these students to the range of foundational theories and understandings they will need to be effective professionals. However, it is widely understood that while teacher preparation programs provide a strong foundation understandings and skills (Norman & Feiman-Nemser, 2005) teachers are required to continue constructing new ideas, skills and practices throughout their careers (Darling-Hammond & Bransford, 2005). Thus it is not surprising that the data suggests that the crucial motivator for newly graduate teachers is to enhance their effectiveness in the classroom, to improve their ability to teach. As such, it is a desire for professional competence (and arguably survival) that is driving their professional learning needs as they transition into professional practice.

The newly graduated teachers indicated that one of their key concerns during this transition phase was their effectiveness in managing the

behavior within their classrooms. This concern is supported by the current literature (see Arends, 2009; Charles, 2004; Groundwater-Smith, Ewing, Le Cornu, 2007) and developing a suite of practical strategies in regard to managing behavior is a focus for new graduates and experienced teachers alike (Charles, 2004). This finding highlights the complex and problematic responsibilities of being a teacher, as Rorrison (2008) states "learning to be a teacher is a great deal more than learning to teach" (p. 1). In fact, the canonical skills of teaching, knowing what to teach (curriculum), knowing how to teach (pedagogy) and knowing what students have learnt and how to get them to the next stage (assessment) can only be effective if a teacher can successfully manage the emerging behaviours in the room.

In this early stage of transition, the graduates' would be most receptive to professional learning opportunities that focused on practical applications. Without a specific workplace context to dictate the direction of their immediate learning needs, they are relying on their previous experiences and ability to predict their future learning needs. Thus we suggest that generic strategies around the elements of practice they believe to be most critical to their success (in this case behavior management) in the classroom may be most useful.

2). Graduates value work integrated learning experiences over their campus based learning.

Graduates believe that the most significant preparation to transition to the profession occurred during their work integrated learning opportunities. In response to the question, "What aspects of the graduate Diploma in Education program do you feel have contributed most to your transition to professional practice?" students responded overwhelmingly that field experience made the greatest contribution. Work integrated learning, such as in field experience, allows students to apply their fundamental skills and knowledge in a supervised and supported way, and allows them to develop a sense of the day-to-day reality of the profession. It could be argued that this finding supports a return to a more apprenticeship based model in terms of transitioning to the profession. However, it is our belief that rather than returning to the notion of learning from a 'master' of the profession, this data indicates a need for closer links between the theoretical and practical components of the preparation programs..

Current literature suggests that an effective transition to practice requires a range of work integrated learning opportunities (Atkinson & Steward, 1997; Reeves, et al., 2004) to facilitate an understanding of the day to day requirements of the profession and also serves to act as initial 'professional

socialization' into the values and attitudes of the profession (Prince et al., 2005). As previously discussed, there is a current teaching and learning movement in higher education sector that focuses on the application of theory in practical situations (Billett, 2009). This practical focus is lauded as it serves to ensure the quality of graduates, their professional occupational competence and their capacity to be able to apply their learning to work contexts (see DEEWR, 2008; DEST, 2002; DIUS, 2008; Universities Australia, 2008) as well serving to smooth these graduates transition to practice.

Thus the finding that graduates perceive their experiences in the field to be most useful in making a smooth transition to the profession is to be expected. Teaching is a profession that requires constant problem solving, experimenting, risk taking and reflecting while in action. Each classroom raises unique situations in which the teacher must customize a personalized response. Like so many of the other applied professions, proving professional competence requires high levels of engagement on a daily basis. Thus having a suite of practical applications and responses is critical for transitioning effectively to the profession. Moreover, Field Experiences are often used as capstone experiences and often referred to by employing bodies as critical examples of a candidate's competence in the field. Not surprisingly, results of a candidate's field experience component can be used to decide between job applicants. Thus, the view, that the work integrated learning opportunities are most valuable to a smooth transition, is an understandable perception to hold.

This finding prompts further consideration of the possibility of looking more closely at ways to enhance and deepen the connection between theory and practice in undergraduate programs. In recent years there has been significant work in this area across various professional fields; however, consistent review of how we can strengthen this connection is always warranted.

3). Graduates discuss their own professional learning needs in isolation from any possible Communities of Practice (CoP).

While transitioning to practice, graduates consider their own learning needs and developing skills sets as separate to the general professional community they will be joining. The theoretical framework of communities of practice (CoP) considers each community to be organic and having specific practices that are negotiated by the participants and new members (Wenger, 1998). However, within the transition to practice phase graduates are not appearing to conceptualize themselves as legitimate CoP participants (either peripheral or fully fledged). Instead,

they are discussing their own professional development in a highly individualized way that remains separate from any CoP that they may be joining in the future. While this may be seen to be a natural consequence of not knowing the specific CoP to which they will be transitioning, it may also be an indication of their developing professional identity, as they move from being a student to a newly fledged member of the profession. What we surmise from this finding is that graduates seem to have a highly individualized and deficit model of their own professional skills.

Points for consideration: As stated above, this finding certainly challenges the notion that these graduates consider themselves to be legitimate, or peripheral participants, in a CoP at this early phase of transition. When these graduates initially leave their formal teacher education program and predict what strategies they need to make a smooth transition to practice, consideration of their future CoP is not evident. Instead their immediate focus is on their own individual needs. We would suggest that CoP frameworks would feature more prominently for graduates as they accept positions at specific work contexts and start the process of induction to the profession. It may be, at that point, graduates begin to feel that they are participants, albeit peripheral participants in a CoP.

Secondly, this point highlights the importance of comprehensive induction programs that create a seamless transition from tertiary programs, induction and subsequent professional practice.

4). Graduates are using reflective practice to identify their own professional learning needs

In the study, graduates indicated that reflective practice had assisted them, not only in identifying their strengths and weaknesses, but also in turning this knowledge into action to improve practice. This use of reflective practice to predict their future professional learning needs is what will enable graduates to make a smooth and successful transition to practice. Reflective practice assists an individual to engage in their own ongoing learning and as such is one of the defining elements of professional practice (Schön, 1983).

An emerging point for discussion is that the reflective practice that these graduates are engaging in centre on the technical elements of teaching, rather than the critical reflection or bigger picture aspects. It is important to point out that this chapter has not differentiated what reflective practice entails, instead using the generic term to cover a broad range of possible approaches. While it could be argued that the questionnaire itself directs and somewhat limits the possible responses, it may also be

yet another indicator of the new graduates focus on a technical approach to successfully making the transition to the profession. However, this spotlight on the pragmatics of teaching provides food for thought for the kinds of professional learning opportunities that may move graduates towards more critically reflective practices. In other words, how can we facilitate the shift in graduates' thinking beyond the practical towards a wider, more complex view of teaching that encompasses aspects such as the moral, ethical and political implications of classroom practices.

Conclusion

As this was a small scale study, the findings should be treated with caution. However, the study has supported the findings of previous research relating to teacher transition and induction. It reinforces that coordinated and coherent programs of ongoing professional support with greater continuity between pre-service teacher education and induction are required to facilitate the transition of teacher education graduates into the profession. Further, our study has revealed that this group of graduates at least, desires support of the most practical kind identifying strategies for behavior management as their most pressing learning need. It is interesting to note that they perceive that the main source of their ongoing professional learning is through workshop-type activities and professional learning days rather than looking to members of a CoP for mentoring or assistance. Perhaps universities and other stakeholders may need to consider more strategic ways that may facilitate the socialization of teacher education graduates into the profession. While it is acknowledged that practical strategies and work-based learning opportunities, such as field experience, play a critical role in the learning of teachers, ways to enhance and deepen the connection between theory and practice in undergraduate programs require further consideration. It may be that the 1+2 model described in this study may provide the framework for further development in these areas. Certainly, the nature of university-linked ongoing professional learning support for graduates warrants further investigation.

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