

Practicum Partnerships: Exploring Models of Practicum Organisation in Teacher Education for a Standards-Based Profession

Final Report

Partnering Institutions

The Victorian Council of Deans of Education
and the
Victorian Institute of Teaching

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Project Management

The project was developed by the Victorian Council of Deans of Education and the Victorian Institute of Teaching and commenced in November 2007 with funding from Carrick/ALTC to The University of Melbourne as the lead institution.

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Glossary

The following terms have been adopted for this report:

Higher education provider: the teacher education institutions. All providers in this study are from the university sector in Victoria.

The terms **placement / practicum / school experience** refer to the periods of time preservice teachers spend in schools with a supervising teacher. These terms are differentiated from field days which are non-supervised visits to schools.

Preservice teachers: students who, in this study, are enrolled in a graduate secondary teacher education program.

Preservice teacher coordinators: teachers in schools who oversee the organisation of school placements and who liaise between supervising teachers and providers.

Supervising teachers: teachers in schools who provide teaching placements in their classrooms, and feedback and reports to higher education providers.

Teacher education program: the accredited teacher education program. For this study all programs were for graduate secondary teacher education.



Executive Summary

The Practicum Partnerships Project has examined the professional learning experiences of preservice teachers in graduate secondary teacher education programs offered by eight higher education providers in Victoria. The investigation has focused on the placement component of teacher education programs and examined how the professional learning experiences of preservice teachers are informed by the VIT Professional Standards for Graduating Teachers. Evidence about the practicum requirements of ten secondary teacher education programs was collected from web-based information and from copies of manuals and assessment forms prepared by providers. Preservice teachers were interviewed in small groups and surveyed individually after their first and last placement. Groups of supervising teachers were also interviewed following their supervision of the first and last placement of each graduate secondary teacher education program in the study. Interviews focused on the conduct of the practicum, how this related to the goals of the particular program and how it was informed by the VIT Professional Standards for Graduating Teachers. Questions were also asked about aspects of professional learning that appeared to be difficult, and about feedback and assessment processes. Resources for the support of placements were also investigated through consideration of support provided to schools and higher education providers.

The findings of this study demonstrate the need for the practicum component of teacher education to be more closely guided by the VIT Professional Standards for Graduating Teachers. This is the agreed set of standards for teaching as a profession in Victoria. References to these Standards vary considerably in documents from higher education providers and, while learning on placements often supports these Standards, this appears to mostly occur incidentally. Moreover, it appears that preservice teachers are more strongly influenced by the views of supervising teachers than they are by the goals of providers or VIT Standards. There is thus a need for more knowledge about how the Standards might inform teacher preparation.

The study findings further suggest that higher education providers need to evaluate more closely the extent to which the goals of their programs are being addressed by supervising teachers.

Finally, the study demonstrates the need for more careful consideration of the costs of, and resources needed for, the practicum component of teacher education. Schools largely absorb the workload for coordination and supervision, and the costs are not formally considered in school budgets. While funding to higher education providers for teacher education has shown some improvement due to recent government initiatives, a review of the cost of placements in teacher education programs is still needed as there has been no formal estimation of the funds required to support high quality teacher education placements and programs. There is a need for a formal review of the resources needed to support teacher preparation, guided by recommendations of this report that are detailed in the following section.



Recommendations

A program of change is needed to address the professional learning needs of preservice teachers in the practicum component of teacher education programs. Seven recommendations have been developed to indicate the scope of the actions needed.

Recommendation 1.0

That the Accreditation Committee of the VIT and the Victorian Council of Deans of Education jointly develop a program for teacher education designed to:

- identify the stages that describe the developmental processes that preservice teachers move through as they move from being a novice to a beginning teacher
- identify how the attributes from the Professional Standards for Graduating Teachers can be used to assess progress in teacher education
- understand the learning and teaching processes required for the development of teacher attributes reflecting the professional standards.

Recommendation 2.0

That the Accreditation Committee of the VIT and the Victorian Council of Deans of Education develop a program of research about the use of assessment in teacher education that is designed to:

- identify formative and summative criteria for assessing progress toward each of the attributes of the Professional Standards for Graduating Teachers
- improve the quality of the links between the formative and summative assessment processes used to inform preservice teachers about their progress
- identify indicators that confirm the Professional Standards for Graduating Teachers have been met.

Recommendation 3.0

That the VCDE, in collaboration with the VIT Accreditation Committee, improve consistency in the use of terminology and processes for the support of school placement activities through more commonly agreed use of:

- terms and descriptions of the roles and responsibilities of participants in school placements
- procedures for the induction of preservice teachers into placements to ensure they are familiar with the legal responsibilities of teaching
- procedures for management and reporting of placement activities.

Recommendation 4.0

That higher education providers review the findings in this report concerning the design of school placements and the professional learning needs of preservice teachers. Issues that need to be considered are:

- the use of an observation period in the placement school to ensure preservice teachers have knowledge about students and classes prior to undertaking a teaching assignment
- an early first placement, to give preservice teachers an early introduction to schools



- the use of long block placements of 5 weeks duration or a combination of continuous part-time placement that concludes with a 3 week block placement, to ensure preservice teachers have opportunity to learn about the students they teach
- the preparation of preservice teachers and supervising teachers prior to placements to ensure that they have a common set of expectations for learning experiences and outcomes for each placement

Recommendation 5.0

That the VIT and the VCDE develop and evaluate a professional development program for supervising teachers and academic staff who support preservice teacher placements in order to improve:

- knowledge about the Professional Standards for Graduating Teachers and their application to supervision processes in placements
- knowledge about the use of collaborative learning processes to support preservice teacher development during school placements.

Recommendation 6.0

That school teacher employers develop a workload model for schools that includes consideration of:

- a staffing formula related to numbers of supervisory placements
- the development of a statement of responsibilities and accountabilities of school staff engaged in supervision activities.

Recommendation 7.0

That the full cost of the school placement component in teacher education programs be recognised, and that:

- the VCDE monitor whether recent increases in student contributions for education units enable providers to better support the placement component of teacher education programs
- the VCDE propose that the Commonwealth Government commission a review of the cost to the higher education sector of the school placement component of teacher education programs to inform future budget decisions



Chapter 1 Introduction

Research and reviews about preservice teacher preparation frequently refer to the need to improve the quality of initial teacher education programs. There are consistent claims about the lack of research evidence to inform the design of programs (see, Education and Training Committee, 2005; Standing Committee on Education and Vocational Training, 2007; Levine, 2006; Caldwell, 2006; Darling-Hammond & Haselkorn, 2009) and suggestions for improvements vary according to their source. For example:

- In Victoria, the Parliamentary Inquiry into the Suitability of Preservice Teacher Training Courses (Education and Training Committee, 2005) identifies teaching experience as the key area of contention in teacher education programs. The report concludes that preservice teachers should spend more time in schools to help them become more *classroom ready*.
- The Australian Council of Deans of Education recommends that increased funding is needed by higher education providers to improve the quality of the academic support given to schools and preservice teachers during placements (e.g. Submission to the Australian Parliament House of Representatives Standing Committee Report for the Education and Vocational Training Inquiry into Teacher Education, 2006, and the National Inquiry into Teacher Education, 2007).
- Researchers in teacher education (Levine, 2006; Scannell, 2007) argue that longer programs produce better teachers. Studies of 4- and 5-year university-based teacher education programs demonstrate that longer programs produce more highly qualified candidates, who have a stronger commitment to the profession, are more employable and have a higher impact on student learning. Longer programs are also associated with lower attrition rates during the early years of employment.
- Proponents of the Teachers for a New Era (TNE) (Carnegie Foundation, 2001) supported by the Carnegie, Annenberg and Ford Foundations in the US argue that teacher education needs to develop a clinical practice model that is based on a rigorous academic study of teaching. In this model a clinical placement involves a lengthy school placement that is focused on an applied professional learning experience that is supported by highly skilled teachers who use an evidence-based teaching pedagogy.

Some researchers (e.g. Darling-Hammond & Haselkorn, 2009) suggest that so much is wrong with teacher education that it needs to be completely transformed. However, more evidence is needed to determine exactly what is required. The accumulated comments and criticisms about teacher education point to four areas for further research and development. These are:

- **candidate selection** to reliably select high quality candidates with an aptitude for teaching
- **length and structure of teacher education programs** to determine how experiences in schools should be supported to ensure preservice teachers become effective classroom teachers and well informed members of the teaching profession
- **coherence and the quality of the theory-practice links** to determine how program design promotes teaching practice that is informed and modelled on evidence
- **resources** that are needed to permit higher education providers and schools to work in partnership to better support practicum placements in teacher education programs.



Teacher education is a complex activity that involves consideration of policy, funding, and alignment between educational theory and practice. Changes across all of these areas involve the actions of government, teacher registration authorities, schools and higher education providers. Any reform of teacher education, therefore, requires a multifaceted response.

This report focuses on the practicum component of secondary teacher education programs in Victoria and reviews the quality of professional learning that occurs during placements. The study examines whether the Professional Standards for Graduating Teachers have an impact on preservice teachers' professional learning experiences during placements. The views of preservice teachers and supervising teachers on the coherence of the professional learning experience afforded by placements are documented, and the impact of resources on the partnership between schools and higher education providers for the support of placements are also considered.

Conclusions reached have been used to develop recommendations that are applicable to the Victorian context for teacher education. Each of the recommendations has been developed with consideration to their potential to:

- establish high quality relationships between providers and schools
- address deficiencies identified for teacher education programs in Victoria
- support the deployment of human and financial resources in new strategic ways
- promote standards-based professional learning for preservice teachers
- improve preservice teacher learning in difficult teaching areas
- support diversity in their application
- be responsive to change and promote development and innovation.

The findings and recommendations presented in this report have demonstrated stakeholder support. A draft report with recommendations was reviewed and moderated at a summit meeting held with representatives from key stakeholders. The recommendations present a case for change in the way teacher education is conducted and funded.

Methodology

The study examines the professional learning experiences provided by the practicum component of graduate secondary teacher education programs in Victoria.

The questions that guided this study are:

- What quality of professional learning do school placements provide for preservice teachers?
- How do the learning objectives, experiences and assessment practices of placements relate to the professional standards of teaching?
- What areas of professional learning do preservice teachers find to be difficult and what helps them address these areas?
- What are the resource implications for schools and higher education providers of different organisational models of placements?

To address these questions the study presents five main sources of data related to the professional development and placement experiences in secondary teacher education programs in Victoria. These are:

- literature on national and international research in teacher education
- information from higher education providers about the design of graduate secondary teacher education programs



- information from preservice teachers about their experiences and opportunities for professional learning during placements
- perspectives of supervising teachers on preservice teacher learning during placements
- information related to resources for the support of preservice teacher placements.

Review of the literature

The project commenced with a desktop search of international and national research literature on professional practice placements in teacher education. The search information has been collated and is reported at the commencement of each of the relevant chapters.

Models for secondary teacher education programs in Victoria

Information from higher education providers about the design of their graduate secondary teacher education programs was obtained through desktop searches and requests for information about the placement component of programs. A list of one- and two-year secondary graduate programs was developed using a web-based search of the eight providers in Victoria. Eleven programs were identified for inclusion in this study. One program was excluded as it was being offered for the first time with small enrolment numbers.

An inventory of these secondary teacher education program models was collated from information available on websites and from information supplied in response to requests for further information from providers. The data was analysed to identify the philosophical principles that guided the development of the program, the placement schedule, learning objectives and assessment practices.

Preservice teachers' placement experiences

Information about preservice teachers' professional learning experience was gathered through group interviews that were conducted shortly after the first and final placements. A trial of the interview schedule was conducted with a group of preservice teachers to refine questions and prompts. Contact was made with preservice teachers through the practicum office of each provider to invite them to participate in a group interview to be held at their campus. A total of 130 preservice teachers attended the interviews, with 71 attending the interview held after the first placement and 59 attending the interview held after the final placement. Group interviews were conducted with groups of 5-8 preservice teachers from each program. The questions that were asked invited them to talk about factors that influenced their professional learning experience, including how their provider informed them about the placement, how their learning was assessed and how supervising teachers informed and guided their learning. The interviews were taped and transcribed for analysis. The analyses also sought to examine preservice teachers' views on their professional learning experience, difficulties they experienced during placements, the feedback and support they were given and whether their professional learning was related to the Professional Standards for Graduating Teachers.

Survey of opportunities for professional learning during placements

Additional information about the opportunities afforded to preservice teachers for professional learning during placements was obtained from a survey that was conducted at the completion of the group interview session. The survey was



developed from the Professional Standards for Graduating Teachers. A draft survey was trialed with a group of preservice teachers prior to use in the study. All 130 preservice teachers who attended a group interview completed the survey. The survey asked preservice teachers to rank the opportunities their placements had given them to develop characteristics related to each of the items in the Professional Standards. The surveys were analysed to determine the strength of support provided in placements for professional development related to each professional standard.

Supervising teachers' perspectives of placement experiences

Group interviews were conducted with a sample of supervising teachers for each of the secondary teacher education programs studied. The interviews were designed to provide information about preservice teachers' professional learning during placements, and about the sources of information used by supervising teachers to guide the development of the preservice teachers. The interview schedule was developed and trialed with a group of teachers prior to use in the study, and 40 teachers attended the interview conducted after the first placement and 38 attended the interview held after the final placement. Each interview was taped and transcribed. The analyses identified issues and trends concerning the supervising teachers' views on the experiences of preservice teachers during placements, their views about the aspects of the experience that created difficulties, feedback provided to preservice teachers, whether the learning experience in the practicum was related to the Professional Standards for Graduating Teachers and what, if any, variations are evident between programs.

The interviews were conducted with teachers who directly supported preservice teachers in classrooms. They did not include student teacher coordinators or visiting academics from providers, and they did not include the teaching fellows and clinical specialists associated with the program offered by one provider.

Resources for teacher education

Issues related to resources for higher education providers for the support of practicum in teacher education were obtained from the review of submissions made about placements by the ACDE to the Standing Committee on Education and Vocational Training (2007).

Principals of secondary schools were asked to complete an electronic survey on the financial and human resources provided by schools for support of practicum placements.

Analysis and development of recommendations

The data from each of the areas listed above was evaluated and discussed in relation to the research literature review. The findings from the study were used to develop draft recommendations that were presented for discussion at a summit meeting involving all stakeholders concerned with teacher education in Victoria. The final set of recommendations outlines six key areas for improving teacher education and is supported by all key stakeholders.

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Chapter 2 School Placement Models

For the much of the past century the practicum component of teacher education programs has been implemented as an apprenticeship training program to provide preservice teachers with experience in teaching. Over time, separation of the placement experience from the academic study of teaching has generated a two-step process in learning to teach (Fieman-Nemser & Remillard, 1996). That is, preservice teachers commence their program with studies in education to gain essential knowledge about schools and teaching, and then apply this knowledge to teaching during the school placement experience. This approach to learning to teach is now regarded as too narrowly focused and not conducive to building skills and knowledge needed by teachers in the 21st century (Caldwell, 2006). A broader professional learning experience in teaching to prepare teachers to work in schools and their communities is currently being advocated. Preservice teachers need to be familiar with the realities of day-to-day teaching and engaged from the outset in the development of integrated learning experiences in which pedagogical theory is simultaneously taught, absorbed, and put into practice (Education and Training Committee, 2005).

One of the challenges in teacher education is the nature of the link between pedagogical theory and the placement experience. While the primary goal is to prepare effective beginning teachers, the manner in which this is achieved and the associated program goals vary according to the philosophical view of schooling and education adopted by higher education providers for the design of their program. These differences can be expected to influence the type of placement experiences and associated learning outcomes for each program.

Recent developments in the design of teacher education programs include four models of teacher professional learning:

- partnership and collaborative learning
- reflective learning
- clinically applied
- pedagogical content knowledge focused.

Programs that espouse a **Partnership or Collaborative Learning Model** focus on engaging preservice teachers in collaborative learning experiences with school teachers and academics. Placements are constructed as negotiated experiences and are designed to reflect the interests of schools and preservice teachers' capacity to contribute to innovation and development within a school setting. Partnership models have created debate about whether preservice teachers have the satisfactory knowledge of education theory and competence to support future development work in the school (e.g. Haugalokken & Ramberg, 2007). There are also concerns about inconsistencies in the definition of this framework and the quality of communication between providers and schools needed to support the goals of the program (e.g. see Boz & Boz, 2006; Hastings & Squires, 2002; Sorrensen, Houtt & Philpott, 2002).

The **Reflective Model** focuses on the development of a professional capacity for reflective practice. According to this model, practicum experiences should be framed to create a reflective approach to learning (Ryan, Toohey & Hughes, 1996), in order to enable preservice teachers to link experiences in the placement with theoretical knowledge covered in the program. Ottesen (2007) notes that Schon's (1983) initial description of the role of the reflective practitioner refers to preservice teachers who are able to make inferences about how they frame and implement their teaching practice with learning and teaching outcomes. In this model preservice teachers plan, teach and evaluate their progress toward effective practice. Schools provide



opportunities for the preservice teachers to set and work toward their developmental goals for teaching, and supervising teachers provide reflective feedback to assist them to assess the progress they have made toward their teaching goals. The success of the reflective process appears to depend upon the consistency of the frameworks for teaching applied in both the school placement and other program elements (Ottesen, 2007).

The recent agenda of the Teachers for a New Era (TNE) in the USA (Carnegie Foundation, 2001) heralds a significant reform for the practicum and academic components of teacher education. TNE presents a vision of teaching as an academically taught, clinical–practice profession. In the *Academically Taught or Clinical Model* of teacher education schools provide their best teachers to actively support the clinically-based education of preservice teachers. The clinical orientation to teacher preparation requires more extensive experience in schools and a closer working relationship between the school and the higher education provider than was previously considered possible for teacher education program. The goal of the extended practicum is to provide preservice teachers with time to analyse and evaluate student development and learning, and to develop more individualised approaches to teaching and intervention in student learning. At this stage little research evidence has emerged about the influence of this model on learning outcomes for preservice teachers.

The *Pedagogical Content Knowledge Model* draws on the knowledge framework for teaching developed through the work of Shulman (1986; 1987). For Shulman (1987) teaching knowledge is viewed as multifaceted, covering a myriad of interrelated dimensions. His category of Pedagogical Content Knowledge reflects the special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of understanding knowledge. This extends and reinforces teachers' knowledge of content, general pedagogy, curriculum, learners, educational contexts and educational ends, purposes and values. Shulman's work suggests that to improve classroom teaching, the teaching profession needs a knowledge base that grows and improves. Teacher education programs that espouse this view focus learning on how teachers organise aspects of subject matter to adapt it and represent it for instruction.

Despite the existence of different approaches to teacher education there is very little research available to indicate whether or how the goals of different programs influence the quality of preservice teacher learning in the placement. The information that exists suggests that the amount of time (number of days or weeks of placement), or the timing of placements impacts on the goals of the teacher education program. Darling-Hammond and Bransford (2005) conclude, following an extensive review of the literature, that the amount of time spent by preservice teachers in school settings influences their confidence and ability to relate theory to practice. Preservice teachers who have had more time to teach in a range of settings are also believed to have a stronger frame with which to interpret concepts about teaching and learning. Further, preservice teachers who have supervised experience with graduated responsibilities appear to demonstrate improved practice and self-confidence in teaching. This review also suggests that placements that are concurrent with the academic elements of the program improve preservice teachers' understanding of the theoretical component of the teacher education program. Thus, these placement models appear to improve preservice teachers' capacity to apply learning to practice.

There is, however, no clear consensus about what constitutes an adequate amount of time in schools, or how the time between school and the academic study of teaching should be divided. There is little research to guide higher education providers on the questions of how the amount of time and the timing of placements



influence the achievement of particular objectives for different teacher education programs. At present questions of links between the quality and quantity of placements and the achievement of objectives for preservice teacher learning remain unresolved.

The relationship between the placement experience and the broader notion of professional learning is also greatly under-researched. Professional learning in the life of the preservice teacher can be linked to their capacity to use a more holistic framework for interpreting their personal work as teacher. Hoban (2002) suggests that a framework for professional learning encompasses a combination of conditions including a conception of teaching, reflection, a purpose for learning, a time frame, a sense of community, a chance to experiment, a variety of knowledge sources and feedback. Research about the quality of professional learning in the practicum highlights the need for opportunities to learn how to frame teaching situations more comprehensively. However, little is understood about how different experiences link development of understanding about the teaching self with the professional skills of teaching (Furlong, 1997; Tang, 2002).

School placement models in secondary teacher education programs in Victoria

This chapter examines how the learning experiences and assessment practices of school placement models are represented in the documents for preservice teachers and supervising teachers from different providers. The analysis has focused on how the information relates to the Victorian Institute of Teaching (VIT) Standards for Graduating Teachers (2007). Additional documents, including handbook entries and other program related website information, have also been scrutinized.

Supervising teachers and preservice teachers are normally given documents that define procedures and expectations for each placement by their provider. Some of this is in the public domain and some is provided directly by the provider to supervising teachers and preservice teachers. The information presented here is limited to what could be obtained from web searches and from documents received in response to requests to the eight participating higher education providers. The documents include handbook entries, placement guideline booklets and placement assessment and report forms.

Examination and analysis of these documents yields information about the organisation of placements and the philosophical underpinnings of pre-service teacher programs. It also establishes the quality of these links to the VIT Standards in terms of theory, practical application, anticipated learning outcomes and assessment practices. Issues of consistency in terminology are also identified and, where possible, recommendations are made.

VIT accreditation and registration

The VIT is the statutory authority that regulates and promotes the teaching profession, registers teachers for employment in Victorian schools, and accredits the programs for teacher preparation. In the documentation about their preservice teacher education program, seven of the eight providers mention that the program is accredited with the VIT and that graduates are eligible for registration by the VIT. The one provider that does not specifically mention the VIT does, however, suggest that their program prepares secondary teachers to meet the requirements and to be eligible for registration to teach in a range of schools.

In addition to registration and accreditation, a number of the providers also promote a variety of added features about their programs that suggest a particular



philosophical orientation. The documentation for each of the providers was therefore reviewed for evidence of reference to the Standards and for evidence of their particular philosophical emphasis. Although an explicit link to philosophical models cannot always be made, it is possible to at least determine a general orientation in each program.

For example, four providers (P3, P4, P5, and P6) mention that preservice teachers are able to build on their prior learning and professional knowledge and that, through the various topics and curriculum areas studied, their programs enable pre-service teachers to teach effectively in today's schools. This emphasis on curriculum suggests the alignment of these programs with a pedagogically knowledge focused model.

On the other hand, two providers (P2, P3) highlight close links and consultation with the various participants and suggest that their programs prepare teachers to work in a wide range of settings, statements that can be taken as an indication of alignment with a partnership or collaborative learning model.

A more comprehensive description and links to philosophical models is explored later in the chapter.

Organisation of placement models

With the minimum practicum requirement being 45 days of supervised professional practice for one-year graduate programs and 60 days for two-year programs¹, providers are able to decide how the practicum component of their programs are organised.

From details provided about placements two dominant organisational models of supervised teaching practice exist and these are block placements and a combination of block placements and additional days in schools.

Block placements, either short or long, occur in four programs and their duration ranges from blocks of two weeks to five weeks. Short placements, that is, placements of two or three weeks duration, occur in one program (P3) while long placements of four or five weeks, are undertaken by preservice teachers in two programs (P6, P7). In addition, preservice teachers at one campus of one of the providers are involved in short placements while those at the other campus of the same provider are involved in long placements (P4).

A combination of block placements and additional days occurs in four programs. A continuous placement, that is, professional practice experience comprising block placements and regular contact with schools, occurs in one program (P5). Three providers (P1, P2, P8) have enriched placements that combine blocks with either an observation experience, a partnership project or a field project, so that the preservice teachers have a more extensive contact with schools. Figure 2.1 shows the distribution of placement type by provider.

¹ VIT Preparing Future Teachers: The standards, guidelines and process for the accreditation of preservice teacher education courses.



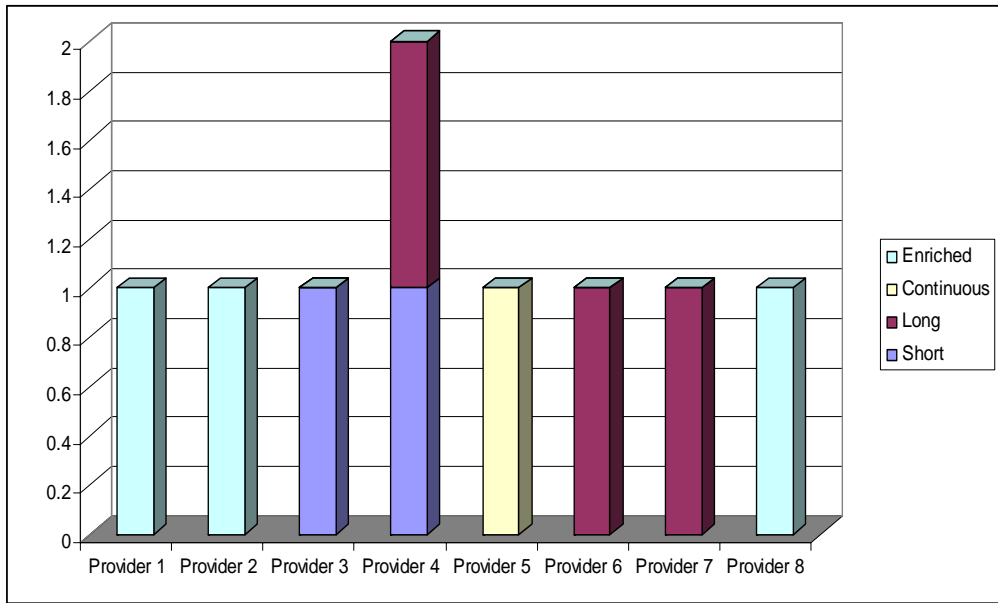


Figure 2.1: Placement type offered by each provider

The time preservice teachers spend in schools varies from 45 to 74 days, taking into consideration the two day per week component and the project partnership or the field projects that some of the providers incorporate as part of the professional practice experience. Only two providers have received additional funding. The first (P5) has been able to provide a continuous placement totaling 74 days, in a two-year program, while the second provider has been able to enrich its block placements with an applied curriculum project in a one-year program (P8). One provider where the block placements were enriched with community projects, field work and observation days did not appear to receive any additional funding (P2).

Figure 2.2 indicates the number of days providers allocated to the professional practice experience for each of the one-year preservice programs in this study.

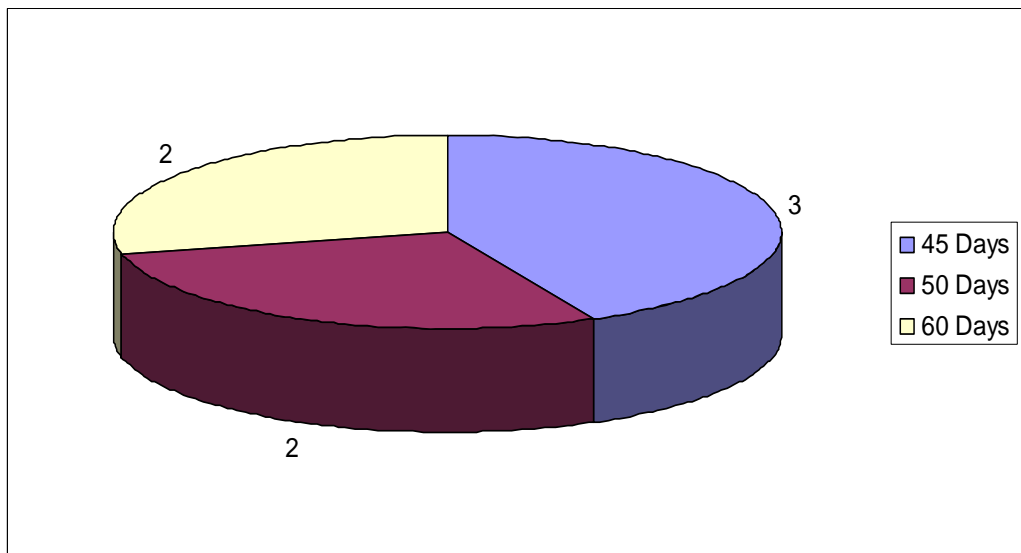


Figure 2.2: Time allocated to professional practice in one-year postgraduate teacher education programs



Design of placement models and philosophical underpinnings

The literature presents various philosophical models on which the design of teacher education programs are based. Philosophical arguments underpinning the different preservice programs can be grouped into four models: partnership or collaborative; reflective; academically taught or clinical; pedagogically and knowledge focussed.

As noted in the introduction to this chapter, the focus and salient features of these four philosophical models can be summarised as follows:

The primary goal of the **partnership or collaborative learning model** is to engage preservice teachers in collaborative learning experiences with practising teachers and teacher educators. The supervised teaching experiences are negotiated and they reflect the school's interests and the preservice teacher's capacity to contribute to innovation and development in schools.

The focus of the **reflective model** is on developing the capacity for reflective practice. The supervised teaching experiences enable preservice teachers to make inferences and link the theoretical knowledge gained in the program with the experiences of the placement.

The **academically taught clinical model** requires a closer relationship between the provider and the schools and more extensive experience in schools. Specialist teachers actively supporting clinically-based education and the extended practicum enable preservice teachers to refine their ability to analyse and evaluate student development and learning and to generate more individualised approaches to teaching.

The **pedagogical content knowledge focused model** centres on the relationship between subject matter and pedagogy. The model relates to the knowledge required to be able to teach effectively in a subject area, and it blends content and pedagogy in order to better understand how particular aspects of subject matter are organised, adapted, and represented for instruction.

Whilst statements found in the documentation cover the four philosophical models described above, there appears to be a general tendency for providers to align their programs with the partnership or collaborative learning model and the reflective model. Statements made by three providers are a combination of these two models. For example, one provider suggests that its preservice teachers need to see themselves as partners in teacher education to develop into reflective, competent and critically aware teachers (P2). Another provider encourages the application of new knowledge and supports links between staff, preservice teachers and the community both here and overseas (P4). A third provider promotes its partnership with schools to integrate experiences to enable preservice teachers to become more competent and reflective (P8).

One provider's commitment to working collaboratively strongly aligns with the partnership or collaborative learning model (P1) whilst the supervisory approach and the development of reflective and self-directing teachers outlined by another institution aligns as strongly with the reflective model (P6).

Information provided by two providers seems to indicate they favour a pedagogical content knowledge focussed model because their programs introduce the knowledge and competencies required by secondary teachers and address pedagogical and content knowledge (P4, P7).



Comments made by one provider advocate an academically taught or clinical model, as the documents mention the strong partnership with diverse settings that underpin its program and support intelligent engagement at an advanced level (P5).

Figure 2.3 indicates the number of providers that align with a particular philosophical model or combination of models.

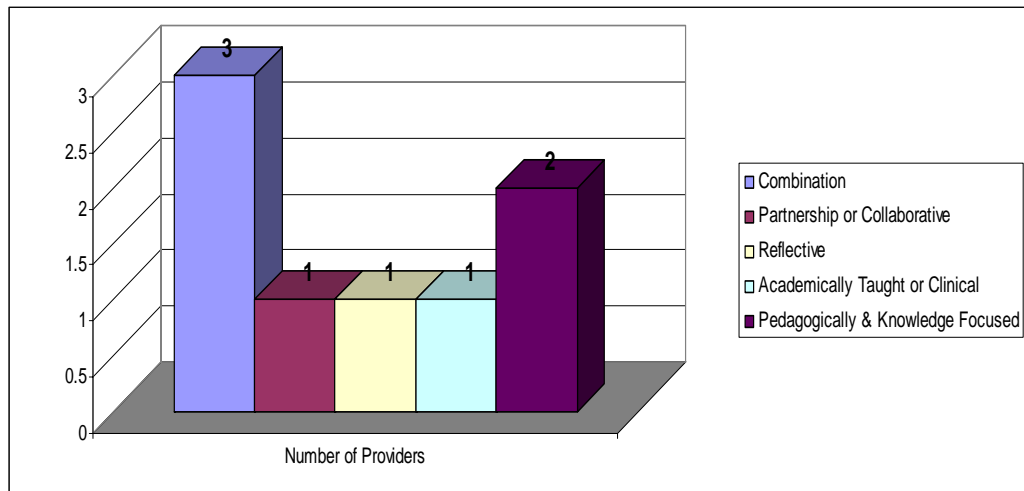


Figure 2.3: Philosophical placement models

Links to VIT Standards

Following the conclusion of the Future Teachers Project by Ingvarson, Beavis and Klienhenz, (2004), the Victorian Institute of Teaching redeveloped the Standards for Graduating Teachers. The new course accreditation procedures adopted in 2007 stipulated that all teacher education programs should provide opportunities for preservice teachers to meet these Standards.

The standards are a descriptive account of what teachers do and identify the characteristics and fundamental aspects of teaching. They are organised within three domains – Professional Knowledge, Professional Practice and Professional Engagement – and under these domains are listed the eight standards and the characteristics that define effective teaching. Table 2.1 lists the three domains and eight standards.

VIT Standards for Graduating Teachers

Professional Knowledge

1. Teachers know how students learn and how to teach them effectively.
2. Teachers know the content they teach.
3. Teachers know their students.

Professional Practice

4. Teachers plan and assess for effective teaching.
5. Teachers create and maintain safe and challenging learning environments.
6. Teachers use a range of teaching strategies and resources to engage students in effective learning.

Professional Engagement

7. Teachers reflect on, evaluate and improve their professional knowledge and practice.
8. Teachers are active members of their profession.

Table 2.1: VIT Standards



The documents from the eight providers were analysed to determine the links with VIT standards in terms of theory and practical application, outcomes and assessment practices, and the quality of these links.

Links between VIT Standards and theory, practice and application

In providers' descriptions of their approach to theory and practice – that is, the theoretical elements they adopt for their teacher education programs, and the more practical matter of school placement – five providers clearly state that these features are closely connected or linked and that theory and practice are brought together in an integrated and applied approach bridging both components (P1, P2, P3, P4, P5).

The connection between the theoretical and practical components of the programs and the VIT Standards, however, is far less evident in the documentation perused and only two links were found. Only one provider specifically states that the evidence preservice teachers collect in their portfolios relates explicitly to the VIT Standards, and that the provider's placement and seminar program addresses preservice teachers' developing understanding of the Standards (P5). Another provider states that preservice teachers examine principles concerned with organising instruction for efficient learning and consider assessment and evaluation procedures. Although it is not an explicit link, these comments can be loosely aligned to the Professional Practice and Professional Engagement Standards (P4).

Some of the tasks or projects preservice teachers are expected to complete in relation to the practicum are outlined in the documents, and the requirements vary considerably between providers. The tasks range from completing a portfolio and a related presentation, to observations and reflections, to projects involving the community, field work or applied curriculum. While some of these tasks appear to be in line with the philosophical underpinning espoused by each of the providers, there seems to be only one instance in which the completion of the tasks, presentation of evidence and subsequent reflection are explicitly based on the VIT Standards for Graduating Teachers (P5).

This information suggests that higher education providers and the VIT should develop a clearer understanding of how the professional foundations of teaching are reflected in the learning activities related to placement experiences.

Links between VIT Standards and outcomes for placements

Learning outcomes related to placements can be defined as the knowledge, skills and abilities that preservice teachers acquire as a result of their participation in a supervised teaching experience.

All the providers list the outcomes they expect preservice teachers to attain as a result of their participation in the placements. One provider does specify that preservice teachers should analyse student characteristics so that they can plan and put into practice effective lessons and create productive learning environments (P5). In most cases, however, the learning outcomes are described in general terms, as a kind of understanding or awareness that preservice teachers need to demonstrate or develop. In other words they do not specify the tasks or behaviours needed to achieve these outcomes or how to measure the level of learning accomplished.

Amongst the various outcomes there is mention of observations and lesson planning but the level of learning expected in terms of knowledge, comprehension, application, analysis, synthesis and evaluation is not clearly apparent.



Explicit links to the VIT Standards are not present in the documentation from most providers. Loose links to the VIT Standards can be inferred through references to expectations that preservice teachers develop an understanding of schools contexts and student learning, and through comments suggesting that there would be opportunities to gain skills, techniques and strategies, collect resources and adopt a reflective approach to their teaching.

One provider states that even though the VIT Standards can guide the development of competence, it is the contribution to students' learning in the classroom that is most significant (P8). This suggests that there is no clear evidence of mapping of program requirements for practicum against the Standards, and that this provider views the Standards as background information rather than formative information.

Links between VIT Standards and assessment practices

To ascertain if the assessment practices of different school placement models relate to the VIT Standards, the criteria used in the assessment report forms from each provider were compared to the Standards. Each time a standard or a statement that in nature was closely related to a VIT standard was mentioned, it was recorded and tallied.

In a number of cases an exact match between the documents was found and the Standards are replicated in the assessment criteria. In some instances the criteria is only an approximation, with the language reflecting the Standards but phrased differently.

Table 2.2 presents a table of the number of instances an accurate match or an approximation occurs between the assessment criteria in each provider's placement report forms and the VIT Standards. Focusing only on coverage, the information compiled in the table indicates that, whilst the report forms are mostly aligned with the VIT Standards, not all standards are incorporated. This suggests that some providers do not monitor preservice teachers' learning against each Professional Standard.

Standard 1	No	Yes	Yes	No	Yes	Yes	Yes	Yes
Standard 2	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Standard 3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Standard 4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Standard 5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Standard 6	No	Yes	Yes	No	Yes	Yes	Yes	Yes
Standard 7	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Standard 8	No	Yes	No	Yes	Yes	Yes	Yes	Yes
	P1	P2	P3	P4	P5	P6	P7	P8

Table 2.2: Coverage of VIT Standards in the placement report forms for each provider

This information indicates that Standards 3, 4 and 5 are mentioned, to varying degrees, by all providers. This, however, is not surprising given that Standard 4,



which is the most widely recorded, deals with teachers planning and assessing for effective teaching; Standard 3 relates to teachers knowing their students; and Standard 5 applies to teachers creating and maintaining safe and challenging learning environments. On the other hand, Standards 1, 6, 7 and 8 are only found in the documentation from six providers.

These findings suggest that there is a need for the development of a set of articulated stages that illustrate how the achievement of standards-based professional behaviours is linked to particular experiences in placements. This implies that particular experiences, support and feedback information should be built into the guidelines for placements. The desired experiences could then be incorporated into practicum experiences. This would enable supervising teachers to monitor the experiences of preservice teachers and ensure they have opportunity to achieve the full range of professional behaviours.

Non-specific terminology related to placements

An issue that has become apparent from this document analysis is that, although there are commonalities, higher education providers' use different terminology to identify the practicum participants, the placement experience, the tasks and the teaching disciplines.

For instance, the term *preservice teacher* is used by the VIT and, although it is also used widely by the higher education sector, different providers may identify preservice teachers as *graduates*, *students*, *teacher candidates* or *graduate teachers*. Terminology used to refer to *teachers* and *teacher educators* includes *associate teachers*, *practising teachers*, *school based mentors*, *teaching fellows*, *supervisors*, *school sponsors*, *mentor teachers*, *site coordinators* and *school partnership coordinators*.

A number of providers demonstrate inconsistent use of terms in the documents they provide to school staff and preservice teachers for a particular placement by, for example, interchanging terms such as *teaching practice* and *practicum* in different documents. Appendix 2A presents a list of terms used by different providers in their practicum documents. In the area of documenting professional learning, the VIT refers to *evidence of practice*, but no provider appears to use this term with preservice or supervising teachers. The most frequently used term is *portfolio*. One provider (P3) simply states that it was *the student's responsibility to ensure that a record is kept of ... activities ... documenting their own professional development*.

Only one provider (P5) includes a glossary of terms defining basic roles for participants in the practicum and in this case it is necessary to define changes in their approach to the practicum. In other cases, providers use terminology that is particular to them, for example *associate teachers* and *mentor teachers*, to define supervising teachers, without any glossary of terms to explain this terminology. The lack of explanation about terminology and implications for roles, and the mismatch with the terminology used by the VIT, is likely to be a source of confusion, particularly for the target audience of preservice teachers and supervising teachers who are located away from higher education providers.

If teacher education programs are to prepare teachers for registration to teach with the professional registration authority, familiarity with the terminology used by that authority to guide professional learning and behaviour should be fostered. There needs to be greater recognition of the inconsistent use of terminology as a source of confusion for preservice teachers and their supervisors. This is not an argument for the imposition of conformity on teacher education institutions, but rather a case for clarity about what is intended to be learned through placements, how it should be learned, and how the roles and responsibilities of participants in the practicum are



developed to support this. Preservice teachers are, after all, being prepared for registration with the VIT and for employment in schools working closely with other teachers. Better understanding of terms used will not only ease confusion for preservice teachers and their supervisors during placements, but also ease transition to the profession, and strengthen and clarify the links between practice and the philosophical intentions of teaching programs.

Greater clarity in the use of terminology may also assist the supervising teachers to be more positively engaged with placement activities developed by different providers. Receiving documentation from multiple providers can further complicate matters for supervising teachers. At present the differences between providers can almost overwhelm supervising teachers, and this seems to predispose them to reject much of the written information they are given, and to rely instead on their own experiences of teaching.

Conclusions

In summary, a clear and strong link between the placement requirements and the VIT Professional Standards for Graduating Teachers is not well established. Although most providers make use of the Standards for the assessment criteria for placements, there is little elaboration about the Standards or how they might be achieved in the placement experience. For example, most providers do not refer to them in their guidelines for placements. Information to schools needs to include more details about the type of learning experiences needed to assist preservice teachers to achieve the targeted professional learning outcomes.

Teacher education needs to define the learning processes that lead to the development of professional knowledge and skills. Although there is a general understanding that a cycle of theory, practice and reflection leads to development in teaching, there is a need for specific links between learning experiences and proposed learning outcomes. Pedagogical processes need to be related to the acquisition of knowledge and behaviours defined by the professional Standards for teaching.

Terminology used to describe placement varies among providers and there is little evidence that different terms are needed. A common set of terms and role descriptors might improve dialogue about the construct of placements and expectations for preservice teacher learning. If needed, differences between providers could then be more formally identified.

Draft recommendations

Draft recommendations developed from the evidence presented in this chapter are:

Draft Recommendation 2.1: That the VIT develop a project with higher education providers to support the development of a deeper understanding about the types of experiences that support the achievement of the VIT Professional Standards for Graduating Teachers.

Draft Recommendation 2.2: That the VIT and higher education providers establish a research project designed to identify the pedagogical processes needed to support acquisition of Standards-based teaching attributes.

Draft Recommendation 2.3: That all teacher education providers develop a glossary of terms for schools and preservice teachers for inclusion in documentation related to school placements. The glossary of terms should refer to the terminology used in



the VIT Professional Standards of teaching and clarify the roles and responsibilities of all participants in the placement.

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Chapter 3 Preservice Teachers' Experience of School Placements

Preservice teachers typically regard placement experiences as the most valuable component of their teacher education program (Townsend & Bates, 2007). Research indicates that preservice teacher professional learning is more effective when the goals of placements align with the philosophy and practices of the placement school and when the preservice teacher is able to put what is learned in a theoretical framework (Furlong, 1997). Good alignment between the academic content and practical teaching experiences in teacher education programs creates greater coherence and improves opportunities for preservice teachers to apply what they are learning. Guidance and targeted feedback provide an important stimulus for learning by assisting preservice teachers to reflect on the professional relevance of their teaching practices (Tang, 2002). When these features are in place preservice teachers are more able to accurately recall the details of their classroom teaching experience (Penso, 2002).

Confusion and lack of coherence in placement experiences may arise when schools and higher education providers emphasise different aspects of the practicum (Townsend & Bates, 2007). There may be lack of agreement about what is valued in the placement experience, and the order in which it is to be learned may differ, thus creating conflicting information for preservice teachers (Meyer & Land, 2005). More information is needed, therefore, to demonstrate links between placement experiences and preservice teacher professional development.

Programs that are accredited with the Victorian Institute of Teaching (VIT) are presumed to produce graduates who have demonstrated the qualities listed in the VIT Professional Standards for Graduating Teachers (2007). The Standards identify three professional domains of practice: Professional Knowledge, Professional Practice and Professional Engagement. The Professional Standards for Graduating Teachers is adapted from the VIT Professional Standards for Teachers, and these Standards set out the desired professional characteristics to be developed in the teacher education program. The progression from the graduating standards to the standards for full registration suggests that there is a developmental trend in the acquisition of these characteristics although this is not actually specified. There is little information about how these capabilities are developed in either the academic subjects or the school placement components of teacher education programs.

There is little pedagogical understanding about how preservice teachers draw on the theoretical and practical components of their program to demonstrate the characteristics specified by the three professional domains for teaching. Information that exists suggests that the amount of time (number of days or weeks of placement) and the timing of placements impact on the goals of the teacher education program. Moreover, the amount of time a preservice teacher spends in a school setting influences their confidence and ability to relate theory to practice (Darling-Hammond & Bransford, 2005). At present no guidelines exist about the order in which various elements of professionalism can be expected to be achieved, or how learning across different elements might be related. There is a very limited appreciation of how school placement experiences contribute to the development of the professional attributes as defined by the Professional Standards for Graduating Teachers.

This chapter examines how the professional learning experiences of teacher education programs are implemented in school placements and how they are viewed by preservice teachers. Preservice teachers were interviewed for their views about their placement experiences in the initial and later stages of their teacher education program. The questions asked following the first placement focused on preservice



teachers' views about the importance of the placement, the quality of their preparation for the placement and the timing and model of placement they experienced. A similar set of questions were asked at the end of the final placement with the addition of two questions that focused on how autonomous preservice teachers felt they were able to be during placements, and how prepared they felt for employment as a teacher. They also completed a survey at the end of each interview, which asked them to rate the quality of their professional learning during the placement. This information is reported in Chapter 4.

Academic content and placement issues

As a warm up for the interviews conducted after the first placement, the preservice teachers were asked to provide three words to describe their placement. The responses were highly positive and affirming of the placement and included: *enlightening, enjoyable, encouraging, exciting, fantastic, positive, fun, rewarding, reflective, and motivating*. Some words described the physical and emotional demands of the placement. For example, it was found to be: *hard work, busy, rushed, exhausting, and challenging*. Interestingly only a very small number of negative words were proffered, with words such as *useless* and *frustrating* accounting for less than 5% of comments.

In the interview following the final placement preservice teachers were asked about the level of importance they attribute to the placement component of their program, and whether it remains the most important element of their teacher education program. Not surprisingly they indicated they have a more sophisticated understanding of the importance of the on-campus program and how this complements their practice. The comments raised in this discussion suggest that in addition to placing a high value on the practicum, *because it is the only place where you get to have anything to do with teaching*, the academic subjects are also valued. Within these subjects method areas, assessment and student wellbeing are identified as being of particular importance.

Importance of an integrated focus on theory and practice

There were marked differences concerning the overall value of the academic component of different teacher education programs. Comments ranged from annoyance with program content, to the recognition of the practical ways on-campus classes help to prepare preservice teachers for teaching, through to deep appreciation of how the academic content of on-campus subjects connects with teaching and learning, schools, and broader social factors influencing students. Comments from preservice teachers who indicated they were most dissatisfied with their program suggest that they place a higher value on their teaching experience in schools. For example, one remarked that *almost everything I've learned this year that is of use to me has been learned on the teaching rounds*. Another preservice teacher from this program valued the placement experience at 100% of the program experience *because nothing beats the practical experience*. Yet another member of this group reported that *the most important part for me was actually the content produced in my methods. I had been out of high school for years, so I really needed to know what was going to be in the curriculum before I went there*. These comments contrast with a comment from another program: *I couldn't have done a twelve month placement and be the teacher I am now*.

Time and process for bringing theory and practice together

Although a number comments relate to the difficulty of making use of the information provided in their academic subjects (e.g. *I just find it so frustrating learning all this theory*), comments from the final placement interviews indicate that time back on-



campus provides the opportunity to reflect in greater depth about the importance of information from their academic studies. For example, one remarked: *I really love being back at university. It's given me the opportunity to think about things and reflect on stuff. I don't get the opportunity to do this when I'm teaching.* This interviewee went on to say that *even if you're not conscious of it, you're actually thinking about those things in the back of your head. For instance, although assessment has been a very dry subject this semester, we're actually learning something valuable in it. I'll never get this opportunity again...I've revelled in it.*

And, from another program: *There's so much stuff you don't ever think about before you come into your course...You just think you will go in and teach in a classroom. You don't realise how in-depth becoming a teacher is. Teaching and being a good teacher...there are so many aspects you've got to think about.*

Value-added effect of academic subjects on practicum

Preservice teachers also commented on the value of particular subjects. Methods subjects are a valued component of many programs for lesson preparation, implementation and review. For example, one interviewee observed that *our science method was directly related. We had to do things and plan a lesson and report back on it, so it was actually a direct link to what we were doing at school. That really helped me to grasp the whole unit concept and thinking about sequencing.*

Areas related to the social needs of students and cultural factors in schools were identified as having high levels of importance in some programs. Preservice teachers in one program commented on the high value they placed on a subject on student well-being and suggested that *all teacher education students should study this subject!*

A preservice teacher from another program indicated that the academic subjects helped her to focus on issues of equity and to look out for difference amongst students as she went into classes: *Things like cultural backgrounds, looking at issues of discrimination, difference, and all these things. The theoretical framework actually allows you to look at your teaching differently. I walked into my class and said "What's the cultural diversity here...what am I dealing with...what are the backgrounds...socioeconomic make-up of the class, learning styles...etc...[If I] hadn't had that theoretical background my placement wouldn't have been as effective".*

Another important subject area identified was *professional aspects of teaching*, and this included *the legal requirements of teaching* and *classroom management issues*, including *bullying* and *disabilities*. Comments indicating that particular elements of the academic program are not valued were rare, and some of those that were made represent personal rather than program-related issues. For example: *I hate learning about Bloom and all that. When am I going to need a Goodman Chart ever in my entire life? I hate sitting through these two hour classes.*

Need for connection between academic subjects and school practices

Some of the criticism about the academic content of on-campus subjects concerned a lack of connection with the practical requirements of the placement. A few of these comments identified problems with the relevance of information communication technology (ICT) and leadership. For example: *I feel like I'm watching ...they'd say "Embed ICT into a lesson. Make sure it's useful". I think we should be taught in the way we're supposed to be teaching with ICT in schools.* Some preservice teachers found that the studies in leadership in their academic program could not be directly related to their needs as novice teachers. As one interviewee put it: *They're teaching*



us things that are going to be useful when we move into leadership role. I feel that at uni we get taught things that we are probably going to have to do PD for at the time we have to implement it. Whereas in the placement we're learning things we'll need in our first five years. That's what we need.

Timing and organisation of placements

In the interview following the first placement preservice teachers were asked to discuss the timing of the placement and whether they consider that their first placement occurred at a good time in their program. The discussions focused on when they commenced their placement and the manner in which the days of placement are organised and integrated into the teacher education program.

Time for commencement of placement

Overall there were only a few complaints about when the placement started despite the fact that some placements commenced in the first week or two of the program and others started as late as six to seven weeks after the commencement date. Preservice teachers who were in a program that integrated placement days with the on-campus program and who started the placement in the first week of their program reported that they were overwhelmed by the combined experience of commencing on-campus classes and attending the first days of placement. Preservice teachers who started their placement late (e.g. in the seventh week of their program) indicated they became impatient to begin their teaching. These preservice teachers wanted to get into schools to find out what they were like. A typical sentiment from this interview was: *After five weeks I was thinking "What am I doing at uni? I just want to get into the classroom".*

Preservice teachers who commenced a late placement also found they had less opportunity to experience teaching senior classes. As noted by one preservice teacher: *If we are to have a teaching experience in senior schools or be able to teach senior level classes we need to have our practicum earlier in the year. A lot of the classes are working on projects and stuff and had a lot of stuff done earlier. It was an issue for our teaching that we were in classes that were doing revision.* The source of this problem was identified as the lack of alignment between the calendar for the higher education and school sectors. For preservice teachers this can be solved by having *the whole course starting four weeks earlier.* Some comments favoured more placement time in one-year programs.

Length and organisation of placements

Preservice teachers value opportunities to observe classes in schools, particularly when this information is used in their on-campus subjects. Some programs timetable an observation period prior to the commencement of the academic program or early in the program. As one interviewee observed: *I think this really worked very well, the week of observation before the course actually started, so you go into a school for a week, watch and then do.* This early placement experience also helps to clarify whether teaching was a good choice. In the words of one preservice teacher: *I think to do a placement early just sort of does help. You go "Yes, I do want to be a teacher".* However there was some disappointment in this case as organisation factors did not permit all of the preservice teachers in this program to have this experience.

Although the time available for school experience may vary according to circumstances it is clear that preservice teachers want to be in schools earlier in their programs rather than later. Six weeks into the program is *much too late because preservice teachers want to get into the practice, and, finally having the observation*



made me want to get into it even more. Some preservice teachers think they need an early placement to help them understand what teaching is about. *I think any later than that and I think we would have started getting too comfortable.* Many find the placement to be *really daunting. I was really scared, and I was like “Oh, don’t make me do it”.* They need to have a go at teaching early to help them overcome their nervousness: *We need to get into the placement early, because I think any later [than 6 weeks] and I would have been like “No, I can’t be a teacher”.*

Preservice teachers reported that a sequence of an observation period followed by further academic study and subsequent placement experience helps them consolidate their professional learning: *You do find too, that by doing the placement, what we were doing at uni begins to make more sense...Yeah, absolutely...You know we’re doing this stuff at university, and we’re trying to figure out how to prepare our lessons and stuff like that, and we’re going “huh?” And then when we’re in the placement it’s “Ah!”*

Some providers include a number of visits to schools that are non-supervised field visits. Some field days are related to the placement and some are related to on-campus subjects. Preservice teachers indicated mixed views about these additional days in schools. Field days are considered useful if they are directly linked to the placement school or to particular on-campus subjects. The number of field days is an issue. For example, preservice teachers who had field days in their program commented that, while the first visit or two were useful, more visits became confusing. For example: *About 98% of us didn’t get to visit the school that we were going to teach at...We had one day here, one day there, one day somewhere else, and then “bang”, the three weeks in our placement school. So we had the exposure to classrooms, but if we’d gone on any longer, any more of these field days, I think we probably would have gone ‘What are we doing?’*

Preservice teachers want visits to schools to be active: *I got invited to the school on a pupil free day. So when I parked my car I’m wandering around thinking “It’s awfully quiet around here” and when I went to see my mentor teacher he said “It’s a pupil free day, we’ve got parent/teacher interviews”, blah, blah, blah. Well I would have really loved to have seen the classroom in action...What am I doing here?...I got nothing. Got nothing.*

Benefit of longer placement blocks (five-week) over shorter (three-week) placement blocks

Short three-week block placements are unpopular and limit the scope for preservice teachers to develop a sense of a relationship with students. Three-week block placements are pressured and provide an inadequate professional learning experience. One preservice teacher from the three-week placement block commented: *It’s hard to build a relationship with the students in the classroom when we’ve only got three weeks to be there.* Another noted: *Really, the first week’s the introduction, the second week’s consolidation, and third week is getting to know how it goes together...then in the fourth week I’m back here at uni.* Yet another preservice teacher stated: *Yeah, it’s just when you’ve got your groove, and the students were really interacting with you.*

Interviewees feel that time is needed to learn names: *I don’t know if this is just me, but I couldn’t learn all of their names in such a short time...The names I did know were the names of the students that played up all the time...So I just felt like I...didn’t get to connect with some of the quieter, meeker students in the classroom, who probably would have had a lot to offer...and...I’d look at four girls in a row who would just sort of stare at me with their blank faces and, if I got their name wrong, you could see that they were hurt by that, and they sort of disengaged.* One school



seemed aware that this was an issue, and a preservice teacher noted that *it was great at the school. They actually had photos, like their class photos with their names written on them, so that helped a little bit.*

Comments about five-week block placements were much more positive. The extra period of time appears to provide opportunity for preservice teachers to integrate their experiences from the different phases of the placement. There is time for the initial induction to the school, time to get to know the class routines and expectations for learning and behaviour, time to learn students' names and begin to feel like a teacher. One preservice teacher commented: *I didn't feel like I had been prepared before I went on placement...I really loved the five week placement, I wouldn't want...anything shorter.* And another: *I really enjoyed the five weeks and reckoned that it took me that long...Like, at the end of the three weeks, I don't think I've got this down pat or know the kids...I look back at that extra two weeks, how much more I actually did.*

According to another preservice teacher: *It takes you two weeks at least to let you get to know who you're addressing, and a good example of this was when I was in physics class and one of the students wasn't really interested in physics. He was really interested in UFOs and things like that, so because I started to know him on a personal level in class, when I was doing my planning I'd find something very relevant to UFOs in physics and I'd address him and he'd get motivated from that, and I find that is the better thing.*

Some preservice teachers suggested their placement experience could be further improved with a *week of observation before the placement starts. This would make the five-week placement even better.* Some suggested the on-campus timetable and exam period should be adjusted to fit this additional placement time into the semester program. For instance: *they could push back that extra two weeks into the exam period and just make it a slightly longer semester.* These preservice teachers appeared to be making a plea for more time and experiences to assist them to make deeper professional connections. They were also keen to avoid conflict with the on-campus assessment schedule while on placements. For example: *There's too many things happening at once where you've got to be in school and you've got to continue the assessment task you're due to hand in...Too many things clog up what should be a clear learning experience for teaching in a school setting. I think even four weeks [in a block placement] is not enough.*

Benefits of concurrent placement and on-campus programs with a block placement model

Continuous exposure to the school and on-campus program prior to the block placement provides a more satisfactory learning experience and a smoother transition into the teaching component of the placement. As one person noted: *I didn't teach for the first five weeks and I just observed and I went on a school camp and things like that. I did school related stuff instead of my subject related stuff and I thought that worked really well, to learn the school before I got to placement three weeks later.* And: *I thought it was good to have the easy transition into a three week placement at the end, and to get through about 10 classes without any pressure to teach a unit or whatever.*

Preservice teachers in this type of placement model feel confident in being able to judge their growth as teachers. They are also more able to integrate theory and practice in teaching. As noted: *I grew so much.* And: *the most helpful part was the lectures, going to lectures and learning about the theory, then going to the school.* Preservice teachers feel that this placement model provides them with *time in school to implement theory.*



Overall this placement model appears to create a more relaxed and flexible learning experience for preservice teachers in the school. However there is some evidence of conflicting demands between the requirements of the school-based and academic components of the program: *I've got three assignments due this week...*

Professional preparation for teaching in placements

The interview at the conclusion of the first placement focused on questions about how prepared preservice teachers feel they have been for their placement experience. The responses indicated that while some preservice teachers feel their preparation and knowledge about what is expected of them is very clear, others feel under prepared for their placement. Their responses suggest that processes in both the on-campus and school-based components of their program contribute to these issues.

Communication about placements

The importance of good organisation and good communication with all participants in the placement program is perhaps obvious. However, a number of comments suggested that in some programs problems exist with the quality of communication at all levels. Word such as *confused, poor information, ad hoc* abounded. One generous preservice teacher suggested: *There must be teething problems because communication has really broken down.*

As a consequence many preservice teachers feel they are unprepared for the placement and confused about what is expected of them. In a number of cases supervising teachers also appeared to be unaware about the placement requirements and when the preservice teacher was expected at the school. As one preservice teacher observed: *I was literally thrown in the deep end...I had no idea of the requirements.* And another: *My mentor didn't know I was arriving until I was in her face.* Added to this, some supervising teachers did not have copies of the placement requirements when preservice teachers attended their first meeting or when they commenced their placement. Again, a generous interpretation of this experience suggested that *[the document] probably gets to the school and gets forgotten to be handed on to the appropriate area.* In other cases there seemed to be breakdown in the importance attributed to materials from the provider. For example: *And that practicum book, I think still to this day I don't know who takes ownership for that. I mean it was printed and given to us but whether it was up to us...or whether it was to facilitate everything that needed to be done...or whether the supervisors were meant to present us with opportunities for that...We just ignored it [the manual] completely.*

The problems contrast with cases where good communication and organisation prevail. In these cases preservice teachers are provided with clear information that is presented in a practicum manual, including advice to phone the school for a meeting with the supervising teacher prior to the placement. One commented: *About week five, as part of our professional practice unit we were handed a booklet that listed "contact your mentor here".* Professional practice classes that provide good briefing sessions are invaluable to preservice teachers. For example: *It was a giant tute, about 50 of us present, but it's got everything to do with the school system, like ethics, placement, rules and regulations.* Well organised schools complement this preparation: *The school I was at was very well organised for this kind of program, so obviously the coordinator liaised with the university and he sort of drove everything for me, and both my mentors had their little booklet.* Some commented on the practicum manual's value and usefulness. For example: *I found what we needed to do, how many lessons we had to have in this practicum from the unit guide they gave us at uni at the start.*



These different scenarios suggest that individual and institutional factors contribute to the quality of preparation for and organisation of placements. There were numerous comments about how rushed the activities are around the placement, suggesting that insufficient time and attention is allocated to this activity in most programs.

Opportunity for professional autonomy in placements

Comments from preservice teachers during the first placement, reported later in Chapter 5, indicate that they feel their capacity to make an impact on the learning environment of the classes in which they are placed is very limited. The classrooms of their supervising teachers are in effect pre-organised learning environments that provide them with a limited learning space only. There were frequent comments about this, particularly in relation to the first placement. For example: *You're not able to use your own teaching style... We had to teach the way our supervisors did... My mentor was reluctant to let me use the strategies that I learnt at uni. And: Ultimately they are the ones who are assessing us.*

The issue of autonomy was taken up again in the interviews conducted at the end of the final placement. In this interview preservice teachers were asked to comment on the finding from the first placement interviews that there is pressure in the placement for them to be like the supervising teacher, and that this appears to limit their development of teaching. They were asked whether they thought they had more autonomy in the final placement.

The responses indicate that autonomy remains limited during this final placement and that the factors contributing to this fall into the following categories: preservice teachers' and supervising teachers' expectations about autonomy, the supervising teacher's attitude to supervision, and the preservice teacher's confidence and readiness to exercise professional responsibility and take control in the classroom.

Expectations about autonomy

Expectations related to autonomy often result from tacit agreements rather than clear statements from supervising teachers. This does not appear to change in the final placement and depends very much on how the preservice teacher perceives the intentions of the supervising teacher. For example: *I think maybe it's more of an issue of the personality of your associate teacher rather than whether it's your first round or your second round. I don't see their approach to you necessarily changed that much. "This is the teacher's second, let's give them a lot more freedom". It's just whether they're that sort of teacher anyway.* Another preservice teacher noted: *I found in the second semester I did have more independence and I could do more of what I wanted, but it was just coincidence.* And another: *In both of my pracs, with all four of my teachers, they all said "This is the way I do things but I'd really like you to have a go at doing you're own thing." But at the same time I felt like they were wanting me to take on their way of doing things. So as with the first prac, I just went with it.* However this preservice teacher did decide to break free of this perceived constraint and went on to say: *Oh to hell with it! I want to try a couple of things while I've got the chance... One of the lessons where I did do my own thing was probably the best lesson of both of my pracs altogether... so it was worth trying.* This suggests that some of the limitations are more perceived than real.

Some preservice teachers were able to link this to the practical reality of the need to maintain elements of the class culture as they practise their teaching. *I felt a little bit of pressure to change my styles to match the culture of the teacher. Not teaching strategies as much... as adopting the particular way of dealing with the class. If I tried something different in that sense and that teacher was sitting there, it wasn't easy.*



Attitudes of supervising teachers

As noted in the section above, the degree of support and constraint or freedom provided by different supervising teachers varies enormously and this is not related to whether the placement is early or late in the program. As one interviewee observed: *In my second prac I had two supervisors. One of them gave me free rein and the other one didn't. It was always that he'd be overstepping or he'd try to take control back.*

Preservice teachers' confidence levels

In reflecting on their contribution to the development of autonomy in the placement, preservice teachers commented on how this is related to their own capacity and competencies. For example: *I felt the first round was very much that you did what they did, because you didn't really know how they [the students] would react to something different. In the second round I found I was really different to my mentor...He didn't make me do what he did.*

The importance of confidence is captured by this preservice teacher: *In my first round there was no way I would have had the confidence to take the class physically away from the school. So the confidence to do things how I want is something different [in this round].*

The preservice teacher's ability to detach themselves from feelings of being watched by the supervising teacher are also important, as indicated by this comment: *When I started taking the second teaching round I was having difficulty making the class enjoyable and exciting for the students...What really helped me was ignoring the teacher's presence during the lesson, and I told myself "Ok this is my class. These are my students and there is a lady there that's sitting down". This really helped me. Really helped me. Seriously, I really enjoyed those two weeks of teaching.*

Readiness to teach

Preservice teachers were asked to indicate if they felt they were ready for independent teaching. Their comments included a range of responses from feeling *unprepared* and unready to look for work as a fulltime teacher but able to *try some CRT work before taking on an ongoing position*, to feeling there was little more they could achieve in the placement situation as *I'll never know everything and every class is different*. Other preservice teachers believe they are as ready as they can be and that they are prepared to cope. For example: *I need to have my own class*. And: *[I'm] not really [ready], but I am willing to have a go*. And another: *I am confident but I haven't had any year 11 or 12 experience and that concerns me*. This pattern of responses suggests that many preservice teachers do not feel well prepared for employment.

Conclusions

The study confirms that the experience of preservice teachers in placements varies considerably, and that their personal attributes and those of the supervising teachers contribute to these differences. The length of the placement, the quality of integration with the academic subjects and the quality of preparation of the preservice teachers and their supervisors also strongly influence the quality of professional learning on placements. These effects appear to be stronger when the placement is short and not well integrated with the academic elements of the program. In these situations preservice teachers are unable to learn enough about the class or the learning context to develop the confidence they need to exercise autonomy in their professional learning.



The quality of communication between the provider and the school appears to influence how well preservice teachers and supervising teachers are prepared for the placement and understand what is expected. In some situations there are multiple sources of breakdown in communication that appear to influence the level of engagement of all participants in the placement. This has a profound effect on understandings about roles and responsibilities, and about experiences or outcomes expected from the placement. In other cases preservice teachers are well informed about the placement by their provider, and the school has well-developed processes to ensure preservice teacher coordinators and supervising teachers know when preservice teachers are to arrive, and what is required of them and their supervisors.

The professional culture and practices adopted by teachers in schools appear to generate a strong influence on preservice teacher learning. The educational content covered by on-campus subjects is usually valued highly by preservice teachers and provides them with the insight they need to comprehend the learning context of the school placement, as well as supporting the development of professional knowledge about their teaching. Method subjects add support to their professional practice and knowledge and build confidence to contribute their own ideas to their teaching. Evidence about the variability in the experiences of preservice teachers suggests that some teacher education programs are in need of review and redevelopment to improve the quality of preservice teachers' professional learning, and this applies to both the practicum experience and the academic component of the program.

The particular placement model adopted in teacher education programs strongly impacts on the quality of professional learning for preservice teachers. For example, models that create opportunities for repeated exposure to the school alongside the academic program appear to improve the capacity of preservice teachers to integrate their learning from both sites. Preservice teachers who have an early observation placement followed by on-campus study and then a teaching placement, or those who have an ongoing weekly placement prior to a block teaching placement, appear to be more able to discuss the theoretical and practical aspects of their teaching than preservice teachers who experience single block placements alone.

Preservice teachers whose first experience in a school involves a block teaching placement indicate they are overwhelmed by the demands of the placement and the associated teaching requirements. Short three-week block placements appear to provide the most unsatisfactory professional learning experience. These placements fail to provide opportunities for preservice teachers to achieve one of the most fundamental professional requirements for teaching, that is, that teachers need to "get to know the students they teach" (Professional Standard 3, VIT, 2005).

Longer five-week block placements provide time for preservice teachers to form relationships with students in classes. Preservice teachers in these longer block placements feel more able to use information about students to inform their teaching, and they report that they do this more effectively after the third week of the placement. The longer placement also enables them to appreciate their own professional growth as a teacher. This growth appears to be even more strongly developed in programs that commence with a preliminary observation period earlier in the program.

Lengthy placements scheduled concurrently with on-campus classes, prior to a block placement, appear to provide the best environment to link the theory and practice components of the teacher education program. In these cases preservice teachers find the transition to teaching classes on their own less daunting. However these more intensive concurrent programs raised comments about workload issues.



Responses to questions about autonomy and preparedness for full-time teaching suggest that the construct of the final placement needs revision. It appears preservice teachers need more opportunity to take on a teaching position where support is modified to enable them to be more independent and responsible.

The findings suggest that more attention needs to be given to the design of the practicum requirements in teacher education programs. Preservice teachers need more experiences that enable them to address the broader professional demands of teaching, in addition to learning to teach classes independently.

Draft recommendations

The draft recommendations that were developed from the evidence in this chapter for discussion with stakeholders are:

Draft Recommendation 3.1: That the VIT ensure all accredited teacher education programs demonstrate processes that establish a link between the Professional Standards, program philosophy, academic content and teaching practices.

Draft Recommendation 3.2: That all higher education providers and schools participating in preservice teacher placement programs conduct an audit of the procedures and processes supporting placements.

3.2.1 Higher education providers should audit:

- the quality of the organisational and academic support provided to placements
- communications with preservice teachers, schools and supervising teachers
- the purpose, form and quality of information regarding the goals of the placement and how these are to be achieved
- the design of the placement program, and how it promotes integration of academic content with practical teaching experience
- the assessment of practicum requirements to ensure they align with program philosophy and the VIT Professional Standards for Graduating Teachers
- the timing of placements to ensure they provide teaching experiences in the senior school years for preservice teachers
- the length of placements to ensure they are long enough to provide high quality professional learning experiences for preservice teachers.

3.2.2 Schools should audit:

- the communication and organisational processes in the school for the support of placements
- the commitment of the school to providing high quality placements including attention to the workloads of supervising teachers to ensure there is time for them to meet with preservice teachers
- procedures to ensure placements are supported by high quality mentors who understand the developmental needs of preservice teachers and who are able to use evidence-based strategies to support this development.

Draft Recommendation 3.3: That the VIT collaborate with higher education providers to develop a preservice teacher mentor program for supervising teachers.

Draft Recommendation 3.4: That higher education providers ensure there is an opportunity for preservice teachers to experience an autonomous teaching experience in the final placement of all teacher education programs.



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Chapter 4 Survey of Preservice Teachers' Professional Learning Experiences

Preservice teachers were administered a survey at the conclusion of the interviews conducted after the first and last placement. The survey contained seventeen statements that were derived from the Professional Standards for Graduating Teachers developed by the Victorian Institute of Teaching (2007). The statements were drawn from each of the domains of Professional Knowledge, Professional Practice and Professional Engagement and included items that reflected each Standard listed. The survey was trialled with a group of preservice teachers prior to its use in this study. A copy of the survey is presented in Appendix 4A.

The survey data provide a measure of how well preservice teachers believe the placement experience has supported their learning toward each of the Standard listed. For each statement, preservice teachers were asked to rate the overall quality of their professional learning by circling one response selected from five ratings ranging from *Outstanding* to *None*.

A total of 130 surveys were collected. Seventy-one were completed during the interviews linked to the preservice teachers' first placement and fifty-nine surveys were completed during the second round of interviews which were undertaken following the preservice teachers' final school placement.

Opportunity for professional learning during placements

The data gathered through both surveys was collated and Appendix 4B and Appendix 4C contain tables and graphs that summarise the responses for each statement.

A first analysis of the data shows that preservice teachers believe that, while many outstanding or very good opportunities were provided to increase or shape their professional learning, this was not always the case in all the areas covered in the survey, and some key aspects were either poorly supported or were not covered during their placements.

The comments below, describe three of the top strengths and three of the main weaknesses identified by preservice teachers during their first and last placements.

Aspects of professional learning associated with high levels of support in the first placement

When analysing the surveys completed after the preservice teachers' first placement, Statement 15 is the one with the highest number of positive responses. The statement asked preservice teachers to reflect on the opportunities they were given to engage with the school community, and 30% of respondents believe they were provided with outstanding opportunities while 38% commented that these opportunities were very good.

Statement 11 relates to the development of effective communication with students and is another key area that obtained a high number of positive responses. Almost 23% of participants indicated the experiences associated with this aspect have been outstanding and nearly 51% believe they have been very good.

A third statement which also gained a high number of positive responses was Statement 17. The statement concerns the opportunities provided to enable



preservice teachers to develop a sense of the integrity of the teaching profession. Nearly 23% of preservice teachers surveyed consider the support in this area has been outstanding. However, whilst this is the same percentage as the one recorded for Statement 11, the number of preservice teachers who believe the support has been very good is only 38%.

Table 4.1 provides details of the statements which attained the three most positive responses.

First Placement Surveys (N = 71)						
Statement 15 Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community.			Statement 11 Support in developing ways to communicate effectively with students (for example, how to make learning explicit, how to build rapport, and how to support their learning).		Statement 17 Opportunity to develop a sense of the integrity of the teaching profession.	
Ranking	No.	%	No.	%	No.	%
Outstanding	21	29.5	16	22.5	16	22.5
Very Good	27	38	36	50.7	27	38
Adequate	13	18.3	15	21.1	20	28.1
Poor	6	8.4	4	5.6	6	8.4
None	4	5.6	0	0	2	2.8

Table 4.1: Statements associated with the highest number of positive responses in the first placement

Aspects of professional learning associated with low levels of support in the first placement

Although just over 32 percent of preservice teachers feel that the opportunities to gain knowledge concerning legal responsibilities for teaching have been very good or outstanding, Statement 16 also obtained the highest number of negative responses. Over thirty percent of preservice teachers believe they have had little or no opportunity to gain practical experience with respect to the legal responsibilities of teaching. Eighteen percent rated opportunities as poor and 14% indicated that no opportunities were made available to them for this area of professional learning.

The second key area that preservice teachers believe has received little or no attention is the one linked to Statement 14. This focuses on the assistance provided to develop skills for managing non-teaching duties effectively. Although 46% of respondents believe this support has been adequate, 15% indicated the support has been poor and almost 6% of respondents reported that they have received no support at all in this area.

The third statement that obtained a high number of negative responses was Statement 12 which focuses on the support preservice teachers are given so that they can develop ways to integrate an inquiry-based approach in their classroom. Even though almost 30% of respondents believe the support they received has been very good to outstanding, and 41% believe it to be adequate, nearly 30% think



otherwise, with 25% viewing the support as poor and 4% feeling they have received no support.

Table 4.2 provides details of the three statements which had the three most negative responses in the survey.

First Placement Surveys (N = 71)						
Statement 16 Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching			Statement 14 Assistance in developing skills to manage non-teaching duties effectively.		Statement 12 Support in developing ways to integrate an inquiry -based approach to learning in the classroom.	
Ranking	No.	%	No.	%	No.	%
Outstanding	4	5.6	2	2.8	1	1.4
Very Good	19	26.7	21	29.5	20	28.1
Adequate	25	35.2	33	46.4	29	40.8
Poor	13	18.3	11	15.4	18	25.3
None	10	14	4	5.6	3	4.2

Table 4.2: Statements associated with the highest number of negative responses in the first placement

Aspects of professional learning associated with high levels of support in the final placement

Respondents indicated that, as in the first placement, Statements 11, 15 and 17 continued to be associated with high levels of support during the last placement. Preservice teachers feel they have continued to be given opportunities to join in as a member of a professional learning community, to build rapport with students and to develop a sense of the integrity of the teaching profession. In addition, the support for Statements 2 and 13 indicates that preservice teachers feel that, during the last placement, they have received excellent support when designing student centred learning experiences, and in the process of becoming more reflective practitioners.

Twenty-seven percent of preservice teachers consider that the encouragement they have received to independently design and implement student centred learning is outstanding, and the same percentage believe they have received outstanding support in the development of strategies for reflection on professional knowledge and practice.

Table 4.3 presents details of the five statements associated with the highest number of positive responses in the surveys linked to the last placement.



Last Placement Surveys (N = 59)										
	Statement 2		Statement 13		Statement 17		Statement 11		Statement 15	
	Encouragement to independently design and implement student centred learning.		Support to develop strategies for reflection on professional knowledge and practice.		Opportunity to develop a sense of the integrity of the teaching profession.		Support in developing ways to communicate effectively with students (for example, how to make learning explicit and how to support their learning).		Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community	
Ranking	No.	%	No.	%	No.	%	No.	%	No.	%
Outstanding	16	27.1	16	27.1	15	25.4	14	23.7	13	22
Very Good	30	50.8	19	32.2	23	39	24	40.7	24	40.7
Adequate	11	18.6	21	35.6	18	30.5	14	23.7	18	30.5
Poor	2	3.4	2	3.4	3	5.1	7	11.9	4	6.8
None	0	0	1	1.7	0	0	0	0	0	0

Table 4.3: Statements associated with the highest number of positive responses in last placement

Aspects of professional learning associated with the most negative responses in the last placement

The same three areas associated with low levels of support during the first school placement are identified in the last placement. Preservice teachers continue to feel that they have been given little or no support to gain experience in legal responsibilities of teaching, (Statement 16). They also believe they have received little or no assistance in developing skills to learn to manage non-teaching duties (Statement 14) and that support to help them develop inquiry-based approaches in their classroom has been lacking (Statement 12). In addition a small percentage of preservice teachers indicated that some placements have provided no opportunity for them to gain support in the use and management of materials, resources and physical spaces to establish a safe learning environment for all students (Statement 9). A small percentage is also of the opinion that the support received for this area of learning has been poor.

Table 4.4 below provides details of the statements which received the four most negative responses during the last placement.



Last Placement Surveys (N = 59)								
	Statement 16		Statement 14		Statement 9		Statement 12	
	Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching		Assistance in developing skills to manage non-teaching duties effectively.		Support in the use and management of materials, resources and the physical space of the school to establish a safe learning environment for all students.		Support in developing ways to integrate an inquiry-based approach to learning in the classroom.	
Ranking	No.	%	No.	%	No.	%	No.	%
Outstanding	4	6.8	3	5.1	7	11.9	5	8.5
Very Good	15	25.4	19	32.2	20	33.9	18	30.5
Adequate	20	33.9	22	37.3	25	42.4	23	39
Poor	14	23.7	10	16.9	4	6.8	11	18.6
None	6	10.2	5	8.5	3	5.1	2	3.4

Table 4.4: Statements associated with highest number of negative responses in last placement

Comparison of Standards-based learning between placements

The seventeen statements in the survey are designed to reflect to the three broad themes of Professional Knowledge, Professional Practice and Professional Engagement comprising the Standards for Graduating Teachers. The statements were written as much as possible to reflect only one attribute at a time, in order to maintain clarity about the focus of the question. However, during the development of the survey it became apparent that there was some overlap between the Standards across the three domains. For this reason a small number of the statements were written to reflect more than one domain. For example, Statements 1, 3 and 12 can be placed under both the Professional Knowledge and the Professional Practice themes, whilst Statement 17 can be included under the Professional Practice theme as well as the Professional Engagement theme. For simplicity, however, the main focus of each of these four statements has been identified, and each statement placed, under only one domain.

The sections that follow look at the strength of the support identified by preservice teachers for each of the professional domains in the Standards for Graduating Teachers. Responses to each of the survey statements are compared for the first and last school placements. Tables comparing the responses for the two placements can be found in Appendix 4D.

Professional knowledge

Five survey statements (Statements 1, 2, 5, 6 and 16), are pertinent to the theme of Professional Knowledge, which focuses on teachers not only knowing the content they teach but also knowing their students and how they learn.



Although the first statement can be said to fit under both the first and second theme, given that its focus is primarily on program design, it is included under the theme of Professional Knowledge. Preservice teachers indicated that they have received excellent assistance, enabling them to develop skills in program design. They further believe that the quality of this support increased during the second placement.

Preservice teachers also feel they have been well supported and encouraged to design and implement student-centred pedagogies. Encouragement in this area was high during the first placement and increased during the final placement.

The support received when identifying students' prior knowledge was also acknowledged by participants, and the surveys suggest this support was greater during the last placement.

Understanding how cultural, religious and sociological aspects affect students' learning is an important aspect of getting to know students. A comparison of the results for first and last placements indicates the preservice teachers feel they received increased support in this key area in the final placement.

Whilst there was a slight improvement during the last school placement with regard to opportunities afforded to graduating teachers to gain knowledge about the legal responsibilities for teaching, this is still an area of concern and one in which graduating teachers believe inadequate support is provided.

The statements included under Professional Knowledge contain one area of strength, related to the encouragement given to preservice teachers to independently design and implement student-centred learning, and one area of weakness, concerned with the support given to gain knowledge about legal responsibilities for teaching. In other areas linked to this theme, preservice teachers believe they have been more than adequately supported, and the support seems to be greater in their last placement.

Professional practice

Eight statements (Numbers 3, 4, 7, 8, 9, 10, 11 and 12) are connected to the theme of Professional Practice, which relates to teachers planning and using a range of materials for effective learning, and creating a safe and challenging environment for students.

Statements 3 and 12 relate to both Professional Knowledge and Professional Practice but, given that the former focuses on access and use and the latter focuses on the range of teaching practices, they are included under the Professional Practice theme.

Preservice teachers believe they are provided with good opportunities to use a variety of approaches and resources to support their teaching, and this is particularly evident in the first placement.

The support for preservice teachers to become familiar with curriculum statements, policies and programs relevant to their learning areas remains fairly constant during the school placements.

When it comes to collaborative planning and using curriculum documents and frameworks, preservice teachers consider themselves to be well supported and this collaboration increases during the last placement.



This is also the case when it comes to establishing appropriate and achievable goals for students.

Support in managing resources and establishing a safe learning environment is one area in which preservice teachers believe they are not well supported, and this perceived lack of support appears to increase during the last placement.

Preservice teachers believe that help in establishing clear and consistent expectations of behaviour within the classroom is excellent during the first placement, and an increased number of preservice teachers believe they are poorly supported in this area during the last placement. Preservice teachers strongly believe they are well supported in relation to developing effective communication with students in both placements. However, with respect to being assisted to develop an inquiry-based approach within their classroom they judge the help received decreased in the last placement.

This theme contains two areas recorded as main weaknesses and one area recorded as a main strength. In Professional Practice, the areas in which preservice teachers consider they are provided with good support tend either to be constant across both placements or to increase in the last placement. In areas where support is lacking, this deficiency is more pronounced during the last placement.

Professional engagement

In the survey, only Statements 13, 14, 15 and 17 are linked to the theme of Professional Engagement, which relates to how teachers can improve their practice through reflection and evaluation, and through becoming active members of their profession.

From the analysis of the data, it is possible to see that three of the main areas in which graduating teachers believe they have continued to be adequately supported across the school placements are part of this set of Standards.

Preservice teachers feel they had received good support in the area of reflecting on, evaluating and improving their professional knowledge and practice, and this support is particularly evident during the last placement.

On the other hand, they feel that support is not always available when it comes to assisting them in developing skills to manage non-teaching duties effectively. This is an area of concern and seems to be a feature of both placements.

Preservice teachers appear to be happy with the support that enables them to be part of the professional learning community and engage with the school or the wider community. The data suggests this support continues across both placements.

Finally, preservice teachers believe that they are provided with excellent opportunities to develop a sense of integrity in their chosen profession, and that this high level support is present during both placements.

Of the four statements relevant to the Professional Engagement theme, one is an area of weakness that remains unvarying during the placements, and three are areas of strength in which support received remains consistent across placements or increases during the last placement.



Conclusions

The results of the survey support the view expressed by the supervising teachers that implicit professional learning related to the standards does occur through the placement experience. However the results suggest that there is room for more focused learning to occur and that implicit processes related to professional learning as covered by the Professional Standards for Graduating Teachers need to be explicitly targeted through a more clearly defined pedagogy.

Professional areas that are most strongly supported during the first placement are: Professional Engagement (e.g. opportunities to participate as a member of a professional learning community, and opportunities to develop a sense of the integrity of the profession) and Professional Practice (e.g. support in developing ways to communicate effectively with students). Each of these areas continues to be supported strongly through the final placement, as is Professional Knowledge (e.g. support to independently design and implement student centred learning), and Professional Engagement (e.g. opportunities to develop strategies for reflection on professional knowledge and practice).

Professional areas that are most weakly supported during the first placement are: Professional Knowledge (e.g. opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching and to develop ways to integrate an inquiry-based approach to learning in the classroom) and Professional Engagement (e.g. support to develop skills to manage non-teaching duties effectively). Each of these areas continues to be given weak support through the final placement, along with Professional Practice (e.g. opportunities to use and manage materials, resources and the physical space of the school to establish a safe learning environment for all students).

Opportunities and support for the development of professional characteristics related to the Standards does not change significantly between placements at the beginning and the end of the program. This suggests that, as a learning context, the placement is not being viewed as a developmental learning experience, but rather as an apprenticeship primarily focused on the work of the classroom. It is concerning, however, that even in this area of professional activity preservice teachers are not being provided with opportunities to gain knowledge or practice about their legal responsibilities in the classroom, particularly in their final placement.

Draft recommendations

Draft recommendations developed from the evidence in this chapter for discussion with stakeholders are:

Draft Recommendation 4.1: That VIT commission a study aimed at understanding how knowledge related to the professional standards can be explicitly supported through the academic and practical components of teacher education programs.

Draft Recommendation 4.2: That higher education providers review ways in which the practicum component of teacher education programs can align more strongly with the Professional Standards for Graduating Teachers.

Reference

Victorian Institute of Teaching, (2007). VIT Standards for graduating teachers. Retrieved from http://www.vit.vic.edu.au/files/documents/1752_Standards-for-Graduating-Teachers-jan-09.pdf



Chapter 5 Difficulties and Troublesome Knowledge in Placements

Teacher education is accountable for developing teachers who have a good knowledge-base about teaching and an understanding of their professional roles and responsibilities. Teacher education programs should therefore provide content and experiences that assist preservice teachers to become skilled in the use of knowledge and information about learning and teaching and induct them to the standards of practice embraced by the profession.

Learning to teach places complex demands on the personal and professional capabilities of preservice teachers. The challenge faced by teacher educators is to identify the pedagogical processes needed to create links between the personal and professional learning domains of teaching. The practicum component in teacher education programs creates the context for applied learning about teaching and the profession. As indicated in Chapter 2, the predominant paradigm for secondary teacher education programs in Victoria is the reflective model of teacher development, although collaborative pedagogical content and the analytical approaches are also offered by some providers.

Reflective pedagogies in teacher education have become widely accepted because they are designed to engage preservice teachers in cycles of action, analysis and reflection. The placement experience permits these processes to be embedded in the real work of schools and to be professionally moderated by experienced teachers. The reflective approach is regarded as being a transformative-friendly approach to teacher education as it is embedded in a constructivist pedagogy designed to gradually build professional knowledge and practice through collaborative processes of enquiry and professional scaffolding (Page, Rudney & Marxen, 2004). This pedagogical approach is built on the understanding that these reflective and collaborative processes create a journey of enquiry for each preservice teacher that is guided by their personal and professional needs. The task for each preservice teacher is to construct understandings about the nexus between who they are, and the demands of the profession, about how these combine to influence the development of their teaching.

The case for the reform of teacher education, which has been developing over the past decade, raises fundamental questions about the pedagogy required (Scannell, 2007; Levine, 2006; Caldwell, 2006). In the USA, for example, the Carnegie, Annenberg and Ford Foundations have established and provided much financial support for the reform of teacher education through the Teachers for a New Era (TNE) initiative. The impetus for this is the evidence that the quality of the teacher determines student learning outcomes (Carnegie Foundation, 2001). The three principles of the TNE reform agenda for high quality teacher education are that: programs should produce graduates who are able to use evidence about student learning to guide their practice; graduates should have high quality content knowledge for teaching; and graduates should be highly skilled and clinically oriented pedagogues. Programs that espouse this approach include an academically taught clinical practice involving close cooperation between higher education providers and practicing schools. Master teachers who are employed by teacher education providers act as clinical faculty to support the development of a clinically-based teaching practice during school placements. While a number of teacher education providers in the US and elsewhere have subscribed to the TNE initiative the characteristics of a clinical teaching placement needs to be more clearly defined and more time is needed for research evidence to emerge concerning outcomes for graduate teachers and the students they teach.



Research on what makes the most effective teacher education programs remains disappointingly sketchy. An extensive review of the impact of field experience and methods subjects conducted by Clift and Brady (2005) found that, although there was evidence of a positive effect on preservice teacher learning, it was difficult to predict the impact a specific course of experience might have. Cove, McAdam and McGonigal (2007) and Meyer and Land (2005) suggest that research focusing on the process of learning to teach should consider those professional development areas that create difficulties for preservice teachers. These authors propose therefore, that a study of those aspects of professional learning that are troublesome and that reflect the propositional, procedural and dispositional knowledge frameworks of teaching, will lead to the development of a pedagogical framework for teacher education. This echoes the earlier work of Shulman (1986; 1987) who proposes that discussions about pedagogy must begin with assertions of knowledge. Essentially, Shulman suggests that to improve classroom teaching, the teaching profession needs a knowledge base that grows and improves. Application of this principle to teacher education implies that teacher educators need to elucidate how the propositional, procedural and dispositional knowledge bases of teaching are normally developed and improved.

This study has asked preservice teachers and supervising teachers about the areas of learning to teach that are most difficult during placement experiences. Preservice teachers were also asked what feedback assisted them to address the problems they encountered. Interviews were conducted following the first and final placements. For the final placement interview questions focused on areas of difficulty that continue to persist toward the end of the teacher education program. The preservice teachers were also asked whether or not they felt ready for employment as teachers.

Preservice teachers' perspectives on difficulties in the first placement

The range of comments relating to the difficulties experienced in the first placement were analysed, summarised and contrasted with the Professional Standards for Graduating Teachers (Victorian Institute of Teaching, 2007). A summary of this analysis is presented in Appendix 5A. Preservice teachers indicate that the first placement presents areas of difficulty that encompass the full breadth of the professional standards for teaching.

The findings regarding this first placement indicate that there is a need for teacher education programs to more specifically prepare preservice teachers for the first placement and to alert them to ways of addressing their professional learning needs in this preliminary stage of teaching. Preservice teachers feel that they are required to respond to the demands of the placement without adequate preparation. In cases where the program does not provide adequate preparation preservice teachers feel that they are left to draw on whatever relevant personal and/or work experience they have to help them cope, including their particular prior knowledge of schools and children. In cases where preparation for the placement is built into the program more directly through community and school-based programs preservice teachers find they are more able to cope with the complex workings of the classroom environment.

Many of the preservice teachers interviewed in this study feel ill-informed about teaching pedagogy and about ways to group students for effective learning. They lack confidence to make adaptations to their teaching methods to respond to situations that arise during teaching sessions. They are particularly concerned about the lack of knowledge they have about students prior to teaching, and in some cases consider the information they are given to be *unhelpful*. Inadequate knowledge about how students learn impacts directly on their capacity to know how to plan to teach



effectively and to make use of classroom dynamics to support their teaching. Overall, preservice teachers do not feel able to take control of all aspects of their teaching role. Those who have been given support and focused feedback by their supervising teacher indicate that they feel more able to deal with the different elements of their teaching.

Preservice teachers experience high levels of anxiety and nervousness when taking classes and this reduces their capacity to address the needs of students across the whole class. The issue of classroom management is the most challenging and perhaps overwhelming aspect of the teaching assignment. Preservice teachers do not feel prepared for the types of experiences they are exposed to and expected to master. For example, they are concerned that they do not have strategies to motivate students, or the capacity to respond to events appropriately or spontaneously enough. There is a general belief among preservice teachers that more can be done on-campus before placements to help them deal with these issues. Some preservice teachers report that they felt they go *in blind* or are *were thrown into the deep end* in their first placement.

A lack of preparation for the placement also reduces preservice teachers' capacity to cope with diversity in classrooms. Preservice teachers report that they are unable to manage the different levels of ability in classes. They find working with NESB students, assisting students with disabilities and adapting work to cater for different literacy levels to be particularly challenging. In some cases the information shared by supervising teachers with preservice teachers about these issues is insufficient to assist them with their teaching role. One preservice teacher commented that he hadn't been told by the supervising teacher that there were NESB children in the class and that he *thought they just didn't want to talk to me*.

Lesson planning and structure is identified as another area of difficulty, and preservice teachers indicate that they want more time to learn to plan and to analyse their own teaching strategies. They want opportunities to engage in cycles of planning and teaching that are more focused on events that have happened and strategies they might use to address them. On-campus method teaching subjects are identified as providing the most practical preparation for teaching, although many preservice teachers feel a need for more support in this area prior to their first placement.

Preservice teachers feel that their capacity to make an impact on the learning environment they are working in is very limited. They note that the classrooms in which they are expected to teach constitute a pre-organised learning environment that limits their capacity to develop their teaching. They feel compromised in being able to learn to create and maintain safe and challenging learning environments. Aspects of class behaviour, attitudes of students to the established class teacher and, often the short-term nature of the placement reduce their belief in their power to teach effectively and deter them from trying out new ideas. A typical comment was: *Students know that you're not a teacher yet. And: You're not going to be there to mark their assignments later in the year*. As noted previously in Chapter 3, the assessment of their professional practice by the supervising teacher adds to their reluctance to test any boundaries.

Professional engagement and relationships in the teaching situation are also perplexing for preservice teachers. They feel that the placement experience does not optimise opportunities for them to reflect on, evaluate and improve their professional knowledge and practice, or to be confident about being active members of the teaching profession. For example, they believe that the relationships between themselves, and the supervising teacher and the students they are teaching is very limited in nature. Consequently, they do not feel that they were treated as a



professional colleague in training. As noted previously, they want more information prior to the placement about the students and the teaching situation they were placed in. They also believe that there should be more information about important professional requirements prior to the commencement of the placement, including knowledge related their duty of care toward students.

Comments from the preservice teachers indicate that the professional learning model that pervaded the placement lacks a consistent or identifiable pedagogical framework. Many feel that in this first experience of teaching they were under pressure to emulate their supervising teacher, and that targeted advice related to their particular professional development needs is not provided. They believe they are often forced to rely on their own background experiences and personal insights to make sense of what they are observing and experiencing in the classroom, rather than having an articulated professional framework to assist them in making judgements or developing plans. In cases where the entire placement has become difficult, preservice teachers feel that they were unable to identify a suitable source of professional assistance.

Persistent difficulties: interviews following the final placement

Data from the interviews with the preservice teachers following the final placement reveal a high level of consistency with issues raised following the first placement. Table 5.1, identifies the issues raised and the proportion of coverage they were given by the participants.

As with the first placement interviews, difficulties continue across all three domains of the professional standards and approximately a third of the comments are related to each domain. The areas of greatest difficulty are classroom management and discipline procedures. Issues concerning professional identity and confidence and the presence of the supervising teacher in the classroom, are also difficult. Aspects of professional knowledge including class preparation and content knowledge and knowledge about students and the diverse characteristics they bring to the classroom continue to cause difficulty in teaching.

Professional Domain	Key Areas of difficulty	Percentage of comments for final placement
Professional Practice	Classroom management and discipline procedures	36.9%
Professional Engagement	Presence of supervising teacher in class	22.8%
	Professional confidence Not being a real teacher	10.8%
Professional Knowledge	The diverse characteristics the students in schools	10.8%
	Lesson planning	6.5%
	Knowledge about students	6.5%
	Content knowledge needed to address curriculum needs	5.4%

Table 5.1: Proportion of comments related to the professional domains of the standards in the final placement



Professional practice issues: classroom management and discipline

Although classroom management continues to be difficult during the final placement it is perceived as becoming more achievable. The greatest area of difficulty relates to preservice teachers' capacity to draw on multiple sources of information (from their academic course work and teaching practice) to quickly address a difficult moment. Preservice teachers are able to appreciate that their knowledge and experience from both their academic study of teaching and the placement is more coherent than it is during the first placement. However the time they need to think about and apply information continues to concern them. For example, one preservice teacher stated that he continued to rely on *a lot of advice from my associate teacher, such as "Okay, continuing to raise your voice isn't the best approach. You need to use strategies when things get a little bit out of control, instead of just becoming this sort of military type intimidator. You've got to think about it"*. And it is difficult to make use of this information spontaneously: *So I was thinking about all the things we've learnt in the various subjects, more so the development and learning subjects to help me generate a response*. Just managing the class is still quite a concern: *As a student teacher, even on your second round, short of going away and doing PD or having years of experience there's not much you can really draw on to effectively deal with that problem. And it's hard enough to manage a class full of students who are reasonably behaved*. Classroom management and discipline issues cause further uncertainty if preservice teachers are unfamiliar with the discipline strategies normally employed in the placement school. Concerns continue to arise about when to send students from the classroom, how to manage mobile phones and other specific policy and practice issues. Problems for some preservice teachers related to their gender, maturity and physical stature. For example, young females feel that they have greater difficulty in establishing and maintaining discipline in their classes: *It's to do with the discipline... You have to work so hard on developing other forms of discipline. I can't just stand up and intimidate somebody. I am undermined because of...looking younger...being smaller...and being female too*.

Relationships with students continue to be an area of difficulty, and a number of comments focused on the problems experienced in establishing and maintaining a professional boundary with students. For example: *It's [the difficulty of establishing] rapport with the kids*. And from another: *it's the rapport yeah, but it's finding that boundary that you're not too friendly. You maintain a professional line there if you know what I mean*.

Professional knowledge issues: knowledge about students and their diversity; lesson planning and time management; content knowledge for curriculum development

In both the initial and the final placement preservice teachers find that their lack of knowledge of students prior to the placement create difficulties for them. They do not know where the students are situated either socially or academically because, as one preservice teacher observed: *I've only come in for those four weeks [and] I don't understand where they've come from or where they're going*. Lack of prior knowledge about classroom dynamics created difficulties for their teaching, for example, when using grouping strategies to support their teaching.

As with the first placement, issues related to differences in student abilities are difficult for the preservice teachers. For example: *For me the difficulties continued to be linked very much to the very different individuals in the classes. There was such a tremendous range of capacities that whatever I designed I was constantly trying to work the line between keeping those that were zooming ahead happy and keeping those that weren't on track and happy. There was such a disparity in capacity that it made it very hard to manage the huge range*. This difficulty is compounded by the



need to manage very long classes, which preservice teachers find somewhat daunting, especially when classes run for 75-80 minutes. Their concerns relate to being prepared with the strategies they need to motivate students, as well as their capacity to respond to events appropriately and spontaneously for these extended periods of time. This problem is particularly complex in situations where they need to address the needs of ESL and LOTE students. For example: *When ESL and LOTE students learn a second language it's very tiring [for them] and it's a lot more effort for them to produce finished work products. So it's really hard getting them to complete something...so it takes longer and it is really hard to close that task off.*

The short notice that preservice teachers are given for teaching particular classes creates further difficulties for them. This is particularly stressful when they are expected to teach unfamiliar content. A range of comments related to subject areas for science, music and ICT suggest that lack of breadth of knowledge in discipline areas occurs frequently. This difficulty raises questions about whether it is reasonable to expect a novice teacher to be able to deliver any content at short notice. In the interests of ensuring early success, there should be a better way to negotiate teaching sessions with preservice teachers. More co-teaching appears to be in order to assist preservice teachers to cope areas of limited content knowledge. Longer placements in general might allow more opportunities for preservice teachers to build knowledge for curriculum, and to have time to prepare classes well in advance.

Collectively these issues indicate that preservice teachers would welcome focused professional development and support that permits them to develop a range of professional skills to address particular problems. The complexity of the classroom situation creates a particularly demanding environment in which preservice teachers must exhibit procedural knowledge across multiple domains at the one time. As indicated in the review of the literature, research is needed to determine the most effective ways to help preservice teachers build the sub-skills they need for teaching. Further, although professional learning in teacher placements is often regarded as being co-constructed, the responses of preservice teachers in these interviews indicate that they are required to develop and adapt their teaching on their own and, without adequate guidance about how to grow and develop skills. In many cases, preservice teachers are attempting to learn skills while they attend to a number of very real pressures characteristic of 'live' classroom environments. The conundrum they face is that they feel constrained by the limited authority available to them in these situations. They are therefore unable to rely on or practise, the full range of teacher attributes needed for confident and competent teaching.

Professional engagement issues: not a real teacher; confidence; presence of supervising teacher

A theme raised in both the initial and the final placement interviews was that preservice teachers are unable to be accepted as, or feel like, a real teacher in the classroom. They feel unable to freely trial their own practice. Comments included: *It's a very artificial situation.* And: *The whole idea of placement undermines your authority in one sense because there's someone at the back of the room watching still.* Also: *You're trying to ascertain your authority in a classroom and it's undermined, the kids think "Oh, she's not in charge".*

Overcoming difficulties

In both sets of interviews preservice teachers identify several different sources of help in overcoming their difficulties in learning to teach, including primarily their supervising teacher and support from peers. Other sources of support mentioned at times include other school staff, lecturers, books, websites and observing other



teachers. Of these six sources supervising teachers and peer support are the most important. These two sources were mentioned in each and every interview. The other four sources were mentioned only sporadically.

Support from supervising teachers

Feedback from supervising teachers comprised the main source of help to overcome difficulties in placements. Responses from preservice teachers indicate that the quality of the help and the advice offered varies between supervisors. In general, supervising teachers *help* or *support* them, *provide resources*, *provide good ideas* or *give good feedback*. The amount of support or feedback they received is very much dependent upon individual supervisors: *I often spoke to my mentor. I had a fantastic mentor, so I was pretty lucky*. Many comments suggest that classroom management is the focus of these discussions. Preservice teachers are often given tips rather than an analysis of their particular need, for instance: *He told me to be stricter with students*.

Support from peers

Support from peers was mentioned almost as often as support from supervisors. Preservice teachers indicate they meet with peers to discuss, compare and debrief about their classroom experiences, and this occurs frequently throughout the year.

These responses suggest there is an ongoing need for professional dialogue during the placement to address issues of concern, and that preservice teachers find an enormous amount of support from their peers. Although comments in response to this question do not frequently include references to higher education providers, previous responses to issues about placements indicate frustration with the lack of a provider presence in school placements.

Supervising teachers' perspectives on preservice teachers' difficulties

Interviews with the supervising teachers about placement issues are reported more completely in Chapter 7. This section reports the section of the interviews that asked supervising teachers about their views on the difficulties exhibited by preservice teachers. Supervising teachers' comments show a high level of consistency with the issues raised by preservice teachers for both placements. Their comments include reference to difficulties across three domains of professional knowledge, practice and engagement.

Professional practice issues: classroom management and discipline

Classroom management and discipline issues were commented on frequently by the supervising teachers, particularly after the first placement. Their comments after the final placement indicate that, although the preservice teachers still had much to achieve in this area, most of them had at least established a basic capacity to manage a whole class. For example: *I wouldn't say classroom management would be difficult for the majority of the students that are in their final round. There's still some tightening up of that area that needs to go on but generally speaking they've grown in that area over the journey*. Comments from some supervising teachers indicated that they do not have well defined strategies for assisting preservice teachers to address these difficulties. They appear to be limited by their own professional insights rather than demonstrating a professionally referenced approach. For example: *I can only give her my strategies and it would have been awesome to go "Okay, look, I'm a loud blah kind of teacher". She's not, and what do not-loud teachers do for discipline?*



Supervising teachers agree with the comments that younger preservice teachers continue to have more difficulties regarding friendship and authority. For example: *Young people rather than the mature age student...find it really hard to exert their authority on the classroom because they don't want to be the way their teachers were.* And another: *They [young preservice teachers] have a lot of trouble with their classroom management...They tend to want to be a friend all the time rather than the teacher.* However, this difficulty does not simply reflect the age of the preservice teacher. Professional distancing is at the heart of the problem, as noted by this teacher: *It's a sense of professionalism to some degree. It relates to how they address the students, when they talk to them. A lot of them want to be on first name basis. Just things like that can often cause some difficulties in some situations.*

Professional knowledge issues: knowledge about students and their diversity; lesson planning and time management; content knowledge for curriculum development

Issues about the limited time for preservice teachers have to get to know students were identified by the supervising teachers as a source of difficulty for preservice teachers. For example: *They're at a real disadvantage because of inexperience in terms of life teaching and the students they're teaching. They don't know anything about them in terms of academic ability or family background. And even though you can fill them in on things in the days or weeks leading up to the placement, it's still quite different to actually being in the class and teaching them.*

Supervising teachers indicate that preservice teachers often have difficulties in justifying why they teach a certain lesson or approached issues in a particular way. As one expressed it, it's difficult *getting them to think about even simple things like rationales and objectives...Why are they doing the lesson? What do they want their students to achieve, and how are they going to get there? They had no concept of rationales or objectives coming into teaching.* Preservice teachers are regarded as being overly focused on the content and unable to concentrate on the particular learning or the needs of different students. For example: *The biggest problem most student teachers have is they are very content based, so they come here with the idea that they want to teach this. And you say to them, "That isn't that important. Getting the class to work is the bit you've got to get right, and then that will come." And they don't understand that because they come here with this great idea they're going to teach this wonderful content, but they don't get the idea that they've got to target it at this group of kids and they've got to make this group of kids work, and it's all got to happen. And all those skills about how to make that happen, they don't seem to have spent a lot of time thinking about or talking about or getting ready for, but they come with monstrous amounts of content and they don't target it down to the age group. So they'll come and start giving a university lecture and wonder why it all goes to hell, because they just don't understand that these are kids and you have to change the way it happens. I think that's the hardest thing for them.*

Professional engagement issues: not a real teacher; confidence; presence of supervising teacher

Supervising teachers believe that time and the experience of having responsibility for their own class are the two major factors influencing the transition from being a preservice (or student) teacher to feeling like a real teacher. Supervising teachers accept that this difficulty can only be resolved when the preservice teacher is employed as a beginning teacher. For example: *You sort of say, "Well, this area here maybe you could brush up a bit or focus on that a little bit more, but you'll get to do that when you become a real teacher".*



Added to this many supervising teachers indicate that they think the preservice teachers are too *casual at times* and that they don't fully appreciate that they need to develop an *understanding that they're not students, they're here as professionals*. Some teachers are disappointed that they *haven't made this transition by the second round*. These comments, and the comments presented earlier from the preservice teachers may indicate that the professional focus of the process of learning to teach is not fully apparent to the preservice teachers.

Responses from the supervising teachers indicate that, although they are able to appreciate the developmental progress made during placements by preservice teachers, some of the guidance they give reflects their own personal biases in teaching rather than formal professional knowledge. It appears that much of the development of preservice teachers is experientially and individually based rather than professionally co-constructed or referenced against the academic components of programs.

Conclusions

The difficulties identified in this study support the need for a more formal introduction to the professional demands of the placement experience, focusing on schools and students, planning, teaching strategies, and how to cope with initial difficulties in teaching, particularly with respect to classroom management. This study echoes findings of previous research in teacher education and suggests that teacher educators need to develop a deeper understanding of the initial stage of teacher professional learning and aspects of teacher professional practice that should be taught procedurally to introduce teaching practice. Darling-Hammond and Bransford (2005) stress that: *Learning in practice does not just happen on its own, of course. Though the importance of teaching experience has been reinforced by much research it is important to recognise that practice alone does not make perfect, or even good, performance. Opportunities to connect practice to expert knowledge must be built into learning experiences for teachers (p. 402).*

Interviews following the first placement suggest that many preservice teachers feel overwhelmed and stressed at this time. From a pedagogical point of view preservice teachers are being expected to perform at a level that is beyond their level of readiness. This suggests that the initial preparation for, and experience in, school placements should be more carefully graded and matched to account for their learning needs as developing teachers. More opportunities and support need to be created to enable neophyte teachers to develop professional knowledge and professional practice skills before being required to teach a class. Development in teacher education needs to be supported by a research agenda designed to examine those aspects of preservice teacher professional learning that must be covered prior to taking a whole class teaching experience.

Difficulties persist across all professional areas in the final placement, suggesting that preservice teachers' preparation for independent teaching is to a significant extent, incomplete. These findings indicate that a more targeted, coherent framework for professional learning in placements should be established. Placement requirements need to reflect and match the particular needs of preservice teachers at each stage of their professional learning. The study suggests a need to improve the alignment between the academic and school-based components of each program. There is a need for a pedagogy of preservice teacher professional learning that addresses the difficulties in mastering the attributes required by preservice teachers. Learning expectations within the on-campus subjects and the placement components need to be designed to reflect incremental stages of early professional growth more accurately, to reduce stress and confusion.



Academic course components and more structured or graded placement experiences should support preservice teachers to develop skills as they need them. Preservice teachers want to have knowledge of strategies to draw on as the need arises. Most of the current placement models create a paradoxical learning situation for preservice teachers in which they are required to perform as a teacher but do not have either the professional capacity, or authority, or status to be a teacher. There is no process within the teacher education programs that formally signifies the transition of preservice teacher to the full status of a teacher.

Issues related to classroom management are of central concern to preservice teachers and their supervisors. The comments in this chapter emphasise the need for more systematic learning about how knowledge of classroom management is connected to practice. At present, although programs provide academic information about classroom management and the teaching experience in the practicum provides opportunity to practice ideas, the onus is on the preservice teacher to develop a frame from which they can reliably act to regulate student behaviour. Preservice teachers indicate that what is missing for them is information about how they might learn to target and manage classrooms and problem behaviour through a more intentionally focused program of learning. They appear to need ongoing support to develop both insights and skills related to classroom management and discipline issues. At present there is an expectation that this is learnt primarily through experience and time.

As a professional learning context, the placement does not adequately scaffold knowledge to reinforce and extend strengths in teaching. Rather, it creates an ongoing test of survival as a teacher. The study demonstrates that, instead of providing a co-constructed professional learning experience, the placement requires preservice teachers to operate as a quasi-replacement teacher in another teacher's classroom. The situation is artificially constructed as the teacher is the ever-present observer. This current model retains the preservice teacher as an apprentice to the supervising teacher, rather than as a co-learner who is focused on a set of professionally agreed goals.

Although preservice teachers are getting regular feedback from their supervising teachers, more needs to be known about how this advice is structured and how it relates to the academic content of programs and the professional standards for graduating teachers. Preservice teachers need opportunities to develop deep insights into how they construct their teaching rather than being left to draw conclusions from a series of experiences and good teaching tips. The information from these interviews suggests that supervising teachers provide advice that relates primarily to their own perceptions of teaching and how they run their particular classrooms.

As noted in Chapter 3 preservice teachers often feel like they are a burden on their supervising teacher, rather than a partner engaged in professional learning. In most placement models preservice teachers take the position of a student under instruction, quite often feeling intimidated by their situation.

Preservice teachers' peer networks appear to be the main forum in which they are able to engage in discussions to validate their experiences and find reassurance. While this support is important and should be encouraged, preservice teachers need to be provided with stronger primary sources of support through their lectures and contacts in the higher education sector. At present the provision of support is left to the supervising teacher, who appears to be focused on the narrower requirements that the preservice teacher can teach their class, rather than on that person's professional training needs.



Draft recommendations

The draft recommendations developed from the evidence in this chapter for discussion with stakeholders are:

Draft Recommendation 5.1: That the VIT support research with higher education providers that is focused on the construct of learning that is applied in the practicum component of teacher education programs.

This research should examine:

- procedures for preparation of preservice teachers for the placement experiences
- the nature of the learning experience and how supervising teachers can engage with preservice teachers to provide co-constructed learning experiences that are framed by professional knowledge and dispositions
- processes that ensure that preservice teachers have adequate knowledge about the students they teach prior to taking responsibility for teaching whole classes

And,

- increasing the links between the placement experience and the academic content of programs to create more informed knowledge about the application of pedagogy.

Draft Recommendation 5.2: That VIT and higher education providers develop a more coherent framework for professional learning targets in placements and that this include consideration of the manner and type of feedback provided to preservice teachers during placements, to help them to actively employ the professional standards to make judgements about their development in teaching.

Draft Recommendation 5.3: The roles and responsibilities of all participants e.g. supervising teachers, preservice teachers, personnel from providers and school based practicum coordinators be defined to clarify how preservice teachers can expect to obtain feedback, on what elements of teaching this feedback is given and how they can be given greater independence and professional status in the final stage of their placement.

Draft Recommendation 5.4: Higher education providers examine ways to create regular de-briefing sessions with preservice teachers during and at the end of placements, to create a more coherent professional learning experience.

Draft Recommendation 5.5: Higher education providers review issue of classroom management and discipline is taught and reinforced alongside the practicum component and throughout the teacher education program.

Draft Recommendation 5.6: Schools review how they introduce preservice teachers to policies and procedures to ensure there is a formal introduction to relevant policies for all placements.

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Chapter 6 Assessment in Placements

Teaching is a complex activity involving professional practices, knowledge and attitudes. Activities related to the identification of and judgments about, elements of teaching performance and commitment involve complex and challenging tasks. Advances in curriculum development, the increased diversity of students, and broader global contexts of learning and teaching, demand that preservice teachers are well-prepared. They need sophisticated practices and understandings that equip them to address the effects of context and learner variability on teaching and learning situations. Teaching can no longer be regarded as simply planning for and implementing predetermined curricula and routines. Effective teachers must be able to use information about student characteristics, including aspects of their personal development and the contexts in which they are learning, in order to create challenging and responsive learning environments. Stakeholders engaged in the preparation of beginning teachers must therefore be assured that all new graduating teachers are committed professionals, who are able to demonstrate that they have mastered an appropriate level of professional practice to be responsive leaders for learning in their classrooms.

A self-regulated teaching profession has responsibility for establishing the standards of performance of all those who are permitted to teach (Darling-Hammond, 1989; City et al, 2009). The VIT Professional Standards for Graduating Teachers represents a collective agreement that defines what beginning teachers should be able to do. To be judged as effective practitioners preservice teachers must be able to use appropriate professional knowledge to inform their practice and demonstrate a commitment to the students they teach, to the profession and to the public. Yinger and Hendricks-Lee (2000) argue that a professional accountability model for the preparation of teachers requires that all stakeholders have a clear understanding of what it is that beginning teachers should know and be able to do. The standards of the profession present a tool for evaluating the effectiveness of teacher education. In the words of Yinger and Hendricks-Lee: *Research and knowledge-based standards can convey the professional qualifications of teachers by creating a shared and public language of practice that not only describes how knowledge is used in practice but also becomes a vehicle for testing and elaborating the components of professional activity. Standards, when used in this manner by a developing profession, thus become a means to development and empowerment, not merely a means of external control.* (2000, p.94)

In Victoria, the VIT has, like most other teacher registration authorities around the world, used an input model to make decisions about how teacher education programs should be accredited, as part of the process of regulating the entry of new teachers to the profession. The accreditation of teacher education programs is judged through a paper review, which involves a panel of stakeholders deciding on the likelihood that the program will prepare competent beginning teachers who are able to demonstrate behaviours consistent with the Standards of Professional Practice for Graduating Teachers. Although this review may be supplemented by site visits, discussions, interviews and other feedback information from preservice teachers and employers, the capabilities of the exiting graduate teachers are judged predominantly from details of program content and associated assessment tasks. Overall, judgements about the design of academic subjects, success in the teaching practicum and completion of the approved teacher education program combine to provide a proxy assessment of the acquisition of the knowledge, attitudes and practices valued by the profession. There is broad recognition that this process needs to change and researchers (e.g. Pecheone & Chung, 2006) are beginning to focus on how authentic measures can be employed to create outcome-focused



assessment models that accurately assess the actual professional practice and knowledge levels of beginning teachers in preservice teacher education programs.

Assessment and reporting processes within teacher education programs (Martinez, Hamlin & Rigano, 2001; Graham & Roberts, 2007) is another challenging area, particularly how to assess performance in placements. Prior to the turn of the twenty-first century, competency-based assessments predominated. In more recent times case studies, exhibitions, portfolios, and problem-based inquiries (including action research), have been adopted in a bid to develop more authentic assessments of teacher knowledge (Darling-Hammond & Snyder, 2000). Observation and competency-based approaches are, however, still widely used for the assessment of teaching performance. The validity of the assessment procedures adopted for any teacher education program depends on whether the combined use of these approaches provides a coherent evidenced-based account of each graduating teacher's professional practice, professional thinking and judgment. Unless the assessment processes are fully audited within programs a potential exists for lack of coherence in, and incomplete accounting of, relevant elements of professional practice, knowledge and engagement. The validity of the assessments and activities linking project work and academic studies to teaching practice may be further complicated when the practicum assessment is completed by the supervising teacher, who may have no formal training for this role.

Supervising teachers are likely to have only limited knowledge of the particular teacher education program the preservice teacher is studying, and of the scope of the assessments being used across different elements of the program. Hawe (2002) and Smith (2007) suggest that more attention needs to be given to the role supervising school teachers play as the primary assessor of preservice teachers' performance on placements. These authors suggest that a lack of guidance about the purposes of different assessments is likely to exacerbate inconsistencies between assessments in the program-related assessments by visiting academics and the teaching-related assessments of the supervising teachers. A poor relationship between the assessment strategies across different program components is likely to reduce the quality of the formative and summative information provided to preservice teachers about their professional growth and development.

Smith (2007) questions whether the formative and summative functions of the assessment processes that are often used to assess placement experiences are inherently confounding. The function of formative assessment is to provide preservice teachers with feedback to assist them in their reflection and planning for self-improvement, while summative processes are judgemental. While not discounting the importance of summative functions in excluding incompetent teachers from the profession, Smith (2007) argues that for a greater balance, use of formative assessment is needed to avoid an over-reliance on outcomes-based competencies and to support individual preservice teachers' ongoing learning and development in teaching. In a similar vein, Martinez et al (2001) and McNamara (1996) also suggest that if the assessment of teaching becomes too focused on 'technical' teaching skills there is a risk that attention to the professional and social integrative aspects of the placement experience will be diminished.

This study has included a review of preservice and supervising teachers' responses following the first placement, to the question on assessment in order to determine their views on the use formative and summative assessment, on whether this informed preservice teachers' professional development and performance in the placement. Following the first placement preservice teachers were asked whether the assessment focused on their development as a teacher or on their teaching performance. Supervising teachers were asked whether the assessment process for



placements assisted preservice teachers to focus on developing their teaching or whether it focussed on their teaching performance.

Preservice teachers' perceptions of assessment

Preservice teachers' comments raised the following issues: their need to be more informed about the summative assessment criteria reported to the higher education provider; their belief that the supervising teachers were not well informed about the summative criteria being applied by the provider; the perceived subjectivity of the assessment criteria; the lack of connection between the formative assessment processes used by supervising teachers and the summative assessment processes required by the provider; variation in the quality of the assessment strategies at different stages of the placement; the influence of relationships on assessment of teaching performance; the lack of involvement of the higher education providers in the final assessment of teaching performance.

Issues related to summative assessment

Preservice teachers feel that they lack in-depth knowledge of the assessment criteria being used to assess them and to be reported back to the provider. They report that these assessments are not employed formatively to help them plan their own development. They describe how at the end of the placement supervising teachers *tick boxes* to report on their teaching performance. They feel frustrated about lack of detail provided by the performance criteria listed in these summative assessments, and about the scant information on their teaching required by the provider.

Many of the preservice teachers interviewed indicate that their supervising teacher appeared to be unaware of the criteria until very late in the placement. Preservice teachers are frustrated that the details of these assessments are not discussed with them prior to the assessment's formal completion. For example: *I mean I would have liked to be able to see what the supervisor was going to assess me on before he sat down with me.* Similarly in the words of another preservice teacher: *We did it together and it was all good but to know the criteria [beforehand] would have been nice.*

Subjectivity of the assessment criteria

Preservice teachers made numerous comments regarding their concerns about the subjectivity of the assessment process. A typical comment was that *it's a very individual experience. If you ask 300 different students about their placement they've got 300 different stories, [so it's a question of] which supervisor, which school, which subjects.* A number of comments also focused on problems related to the use of non-standardised instruments and lack of moderation from the provider.

Inadequate links between formative and summative assessment processes

Preservice teachers are looking for strategies and information about how to improve their teaching (and grades). For example, the following comment from a preservice teacher demonstrates how a good supervising teacher can explain how the assessment and final report are linked: *I was told two or three weeks back in the month...that [the supervising teacher] was in the process of doing my semester report and the difference, in his eyes, between an excellent mark and a very good mark. If I wanted to achieve the higher level then this is what I had to do...So I knew a month back that that's what I had to do. That helped, I didn't get that rude shock at the end of the semester and have no idea of how I got that mark.* Similarly, preservice teachers from one provider that has an interim report commented on how



much this helped them to *focus on the next phase of their teaching development* during their placement.

However a predominance of comments indicates that preservice teachers are largely disappointed with the final assessment report returned to the provider at the end of the placement, and with the lack of connectedness to the formative processes occurring during the placement. They feel that the report is a critical account of their performance rather than a record of their developmental progress during the placement. In effect, they feel that their individual development is overlooked by the provider.

The individualised formative feedback that helps them to address their development is highly valued. There were frequent comments on the value of the *lesson by lesson* feedback they are given and how this supports them to address problems and issues that had occurred. For example: *With each lesson that I was assessed on...my mentor made comments about how I managed the class as well as the content...When it came to content it was, "Yeah, that is absolutely fabulous!" But there'd be issues when you'd have kids that were switching off and stuff like that, and he'd make mention of it. But as I went through, as I got to know the students better, I found that there were less of those comments and more about the engagement level and what I did right.* Although this preservice teacher benefited from this feedback he was disappointed with the report to the provider, noting: *When it came to the end assessment that was handed into the university, there was nothing about the lion taming aspect of it at all!*

Variability in the quality of assessment strategies at different stages of the placement

Supervising teachers need time to get to know the preservice teacher they are working with. Preservice teachers believe that this factor influences the quality of the feedback they are given early in the placement, and that their supervising teachers become more focused on their needs as the placement progresses. However this focus alters as supervising teachers prepare the final account of the placement experience for reporting back to the provider for submission to the provider. Preservice teachers have a very strong concern about this, a concern that is particularly evident when the results are graded, as the following comment illustrates: *I progressed remarkably, as I saw, and I was quite pleased with that from the first lesson to that last lesson, but that wasn't was taken in to account at all with it [the final report].*

Influence of relationships on assessment of teaching performance

The perceived subjective use of assessment of teaching performance raises concerns about how personal factors appear to influence the way the final assessment is conducted. There were many instances where preservice teachers felt that their assessment had been influenced by the quality of the personal relationship they had been able to establish with the supervising teacher. In cases where a good relationship had been established preservice teachers felt they were able to actively participate in the assessment of their teaching. As indicated by one preservice teacher: *the supervising teacher signed off [with me].* And another: *my supervising teacher and I worked it out together.*

Lack of engagement of the higher education sector with assessments of teaching performance

In general, preservice teachers do not feel that the provider is adequately engaged in the assessment of their teaching performance. There were frequent comments



about the lack of visits from the provider and the lack of involvement of the provider in the assessment of their teaching. In some cases when a visit did happen the timing and/or amount of time given to the visit were reported to be unsatisfactory. Preservice teachers were disappointed that they did not have adequate opportunity to demonstrate their development or present the level of competence they achieved in their teaching. The following comment indicates this: *Yeah I'm sure [the assessment] will be accurate, but [the visit] just seems really brief. They've only seen a tiny little portion of what you've actually done.*

The value of the provider visit to them also depends on who visits and whether they are familiar with them or not. For example: *I was going to be assessed by someone I hadn't even met before. I didn't even know they were part of the uni.* In some cases preservice teachers are not sure what the visits from the provider achieve. For example: *They come into the school, they observe you and I assume they would assess you too.*

Supervising teachers' perceptions of assessment in placements

Comments from supervising teachers also focus on their concerns with the quality of the assessment and reporting of the placement experience. Supervising teachers are particularly concerned with the appropriateness of the assessment format and content of the assessments. The issues they raised focused on: the shortcomings of the assessment formats and the criteria for reporting to the provider; a lack of correspondence between the formative feedback they provide to preservice teachers and the summative assessments they submit to providers; the time required to provide high quality feedback to preservice teachers; the impact and use of the summative report supplied to the preservice teachers and the providers.

Dissatisfaction with the assessment format

Supervising teachers concerns about the content and format of the preservice teacher assessment are related to the design of the forms they fill in. Their comments focused on the number of items and the limited space provided by providers for their commentary. They are also critical of the selection of criteria and the overall framework used for the assessment of the placement. They believe that the items in the report are *repetitive*, that these instruments are *not a diagnostic tool*, and that they *do not reflect good practice*. In their view these items are *not applicable to the daily work of a teacher*.

Supervising teachers also regard the reporting forms as being messy and not appropriate to the task they were required to complete. In their words they are *planned by somebody who doesn't work in a school*. They also have concerns about the appropriateness of the assessments being used for the different stages of development that occur during placements over the year. For example one teacher who had just completed an assessment for a first placement commented: *They seem to relate to the standards, but how can we use these for beginning teaching?* In a more charged comment from another teacher opined: *There is no way in hell that those standards could be met by a student teacher!*

Concerns about the suitability of the assessment criteria for formative and summative reporting

Supervising teachers do not believe that the assessment instruments help them with assessment processes during the placement. The different needs of reporting to the provider and providing instructive feedback to preservice teachers create tensions. Supervising teachers echo the sentiment of preservice teachers with regard to the problem of not being able to report on progress made during the placement. This is a



particular problem when a preservice teacher has not quite met expectations in the allocated time, as the criteria provided by the provider do not permit the supervising teachers to discriminate effectively between different levels of competence. For example: *So, do you assess them on how much you've seen them develop, or is it purely on that last week, is that what I [ask]...That was the dilemma for me: what do I assess her on? Because I know that she'll be a very competent teacher. Am I just saying that because this will come with practice?* In this case the supervising teacher was drawing on her own personal experience, as she went on to say: *I started off badly, but with practice I became a better teacher. That was difficult for me. What do I assess her on?*

Lack of correspondence between the formative and summative assessments

A lack of correspondence between the assessment instruments supplied by providers with the formative processes for giving feedback during the placement create pressure on supervising teachers to improvise and develop their own feedback criteria. One teacher noted that the provider's assessment proforma is *a fairly separate kind of assessment document to what they're doing with their lesson planning and with the feedback that you're giving them...I tried to come up with some sort of assessment. For every lesson I write a couple of pages of feedback. I've got different subheadings and I try to plan it around the guidelines with the appraisal of the lesson, but then when you come to the assessment, you find they don't really quite relate.*

Supervising teachers stress the disjunction between the developmental feedback they provide during the placement and the performance assessment they provide at the end of the placement, as in this comment: *I think we help them focus on their development throughout the period, and then at the end we literally gave them feedback on their performance. And further: The assessment doesn't focus on development. I think it just looks at performance.*

Supervising teachers indicate that they try to make constructive links between the formative feedback they gave to a preservice teacher and the final assessment to the provider. For example: *Look, a lot of things score a five out of five level. We're going to focus on the things that aren't so strong and we're looking at classroom management again and we're looking at developing presence. So a couple of things tie in with all the classroom management stuff, so I said to [the preservice teacher], "Look, your voice, your enthusiasm, the way you deal with kids is fantastic, let's focus on one or two things, and that's what I'll report mostly on in each assessment criteria".*

Time and engagement needed for high quality feedback during the placement

Supervising teachers note the time they need to get to know each preservice teachers' strengths and weaknesses. For them short placements cause concerns for the quality of both the formative and the summative assessments they were able to give. They also feel that the responsibility for leading the feedback and development cycle rests with them, and that preservice teachers need to become more involved in this. For example: *I always talk to my student teachers. I've said, "What do you want to focus on this lesson?" I make sure that that's part of their planning and that's the feedback from the last lesson. But I find I'm always the one instigating that, so maybe they need to be proactive about that, [to] say "I want, in this round, to work on this". That should really be a clear part of the student teachers' own planning. I think there's something wrong in that whole planning process.*



Concerns about the impact and use of report forms

The supervising teachers feel challenged by the possibility that what they write in assessment reports for the provider is likely to be used by preservice teachers to construct their curriculum vitae. Some supervising teachers report that this causes them to feel pressure to write only positive comments. Others indicate they are concerned about how to write comments that are supportive of the preservice teachers' development when they are required to fail them. For example: *I'll try to appraise it in a positive light. I might say to them, "Well, I'm going to let [you] read between the lines here". So rather than writing "your classroom management is hopeless" I might put something like "classroom management is improving".*

Supervising teachers take issue with grading standards, with what constitutes *satisfactory* etc., and with how these assessments might vary from teacher to teacher and across different school contexts. They have concerns even with how outstanding performance might be reported on by different teachers, as the following comment expresses: *A preservice teacher who is thought to be outstanding by one teacher and thought to be outstanding by the other supervisor will have gotten two different reports depending on how they interpret and fill [the assessment form] in.*

Conclusions

The comments from the preservice teachers and their supervisors indicate that there is a need for a major review of the assessment in placements. The information presented in this chapter adds an important qualification to the information about the construct of preservice teacher education programs presented in Chapter 2. Information from the providers indicates that most of the criteria developed for their placement report forms are replicated or reworded versions of some, or all, of the professional standards. The comments presented in this chapter however suggest that supervising teachers do not find this to be consistent with the type of feedback they provide to preservice teachers during the formative stages of the placement. And they do not believe the criteria provided are appropriate or achievable. The lack of correspondence between the formative and summative feedback and reporting strategies used by the supervising teachers and providers creates problems for both preservice teachers and their supervisors.

Draft recommendations

The two draft recommendations developed from the evidence in this chapter for discussion with stakeholders are:

Draft Recommendation 6.1: VIT and higher education providers develop a major review of guidelines for teacher performance assessment which is referenced against the Standards for Graduating Teachers for use in teacher education programs.

This review should:

- identify formative and summative assessment criteria that more closely reflect the professional standards for graduating teachers
- develop greater consistency between the criteria used for formative and summative forms of assessment and improve links between the feedback on development and performance assessment for initial teacher development
- develop instruments to improve the consistency of assessment by different assessors (usually supervising teachers in schools) and to benchmark assessments used across different teacher education programs; and
- create closer links between the assessment of beginning teaching with the professional standards for teaching.



Draft Recommendation 6.2: VIT and Higher Education Providers should improve the professional dialogue within the teaching profession about the issues raised in this report about assessment and reporting in teacher education programs.

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Chapter 7 The Placement Experience: Supervising Teachers' Perspectives

Supervising teachers are not normally trained to supervise preservice teachers, and they typically undertake this activity together with a range of other teaching duties. There is a general expectation that supervising teachers should foster the professional reflection and personal development of prospective teachers (Crasborn et al, 2007; Gore & Zeichner, 1991; Rodgers 2002). In many cases, supervising teachers also submit a final report of the placement for provider assessment purposes, and ultimately for registration to teach.

Formal role descriptions are not normally supplied by providers or systems for the activities of supervising teachers. Research about how such teachers construct their supervisory role indicates that this is influenced by their own perspective on teaching and by the attributes of the preservice teachers they supervise. Smith (2007) concludes that both parties bring preconceived notions about experts and novices and how they should interact in this learning situation. Personality factors also influence these interactions, and each supervising teacher – preservice teacher dyad develops its own micro-learning environment. Consequently, reports about how placements operate suggest that there are large variations in individual experiences and that there is ambiguity about the roles of supervisors and preservice teachers (Chalies et al, 2004; Penso, 2002; Shantz & Ward, 2000). Preservice teachers are more empowered to set goals and make judgements about their progress when they share a common set of understandings and expectations about the placement with their supervising teacher (Tang & Chow, 2007).

Schools and providers can also have different goals for the placements. Schulz (2005) suggests that these differences relate to the core goals and values of teacher education providers and schools. For example, the university sector with its focus on creating new knowledge has an investment in encouraging preservice teachers to trial new approaches to teaching during placements. Schools, on the other hand, are required to concern themselves with the social and personal development of students, as well as their achievement in key learning areas. Supervising teachers may therefore be more concerned with maintaining the status quo during practicum and may offer the placement as an apprenticeship to build teaching skills through modelling their classroom practice, rather than supporting preservice teachers to trial new ideas.

Smith (2007) contends that school teachers and academics apply different pedagogical constructions to the process of learning to teach, and he points to a division in process and purpose of knowledge about teaching applied in the on-campus and school experience components of programs. For example, studies of developments in the use of a variety of pedagogical approaches conducted by provider-based teacher educators demonstrate the use of case methods, video cases and teacher inquiry projects (Brophy, 2003; Grossman, 2005; Lampert & Ball, 1998) to augment the study of teaching as a practice. The use of these approaches is not applied within the placement component of teacher education programs to further develop preservice teachers' knowledge of practice. Instead, preservice teachers are required learn more directly from the act of teaching.

Supervising teachers normally receive only a small amount of time release to attend to placements requirements. Research related to the time demands suggest that time constraints may limit how well-informed supervising teachers are about the goals of the practicum. Time is important for supervising teachers to meet amongst themselves (Guyton & McIntyre, 1990) and with academics from providers (Koop & Koop, 1993) to discuss placement requirements and processes, in addition to



working with preservice teachers (Hasting & Squires, 2002). Time issues may be intensified when teachers work with preservice teachers from several providers throughout the year, as they do in Victoria.

A number of researchers suggest that the quality of supervision is improved if supervising teachers are trained for this role (Timperley, 2001; Chalies et al, 2004). At present there is no provision or requirement for training for supervision. Mitchell, Clarke and Nuttall (2007) have found that very few teachers in Victoria are formally trained for a supervisory role. The Parliamentary Review of the Suitability of Teacher Education Programs in Victoria (2005) noted that, although The Standards Council of the Teaching Profession recommended in 1998 that supervising teachers should be trained, no programs for this have been developed.

The recent focus on teacher education as an academically taught clinical practice has raised interest in the need for research about how best to support preservice teachers, and how supervising teachers can be assisted to develop a more clinically applied approach to the practicum (Grossman & McDonald, 2008). Drawing on a medical model for the development of teaching, Grossman and McDonald suggest there is a need to investigate how the existing repertoire of pedagogies in teaching and teacher education can be extended to include a clinically applied inquiry in the practicum.

The current study has been designed to learn more about how supervising teachers develop the practicum experience in graduate secondary teacher education programs in Victoria. Supervising teachers were asked: whether they used the guidelines supplied by providers to help plan experiences for preservice teacher placements; what type of feedback they give to preservice teachers to guide them to achieve placement requirements; whether they referred to the VIT Standards for Graduating Teachers during placements; whether they had, or would like to have training for this role.

Teacher supervision practices

Perspectives on placements

Interviews with supervising teachers commenced with a warm up that asked them to identify three words that summed up their view about the placement experience. The responses were positive and similar in attitude reported for preservice teachers in Chapter 3. Approximately seventy percent of the words indicate that supervising teachers feel that placements create *benefits, possibilities and enthusiasm*. They believe a number of benefits accrue to themselves, as supervising teachers, through *updating, learning from them and gaining new ideas and perspectives on teaching*. They believe preservice teachers benefit through *guidance, reduction of fear* and through being *motivated*. Approximately thirty percent of comments related to the responsibility supervising teachers feel in their role and issues concerning *workload, pressure and the different placement models* of different providers.

The use of placement guidelines

As indicated in Chapter 2, all of the providers in this study supply booklets with details of the placement requirements and assessment forms. Although most schools and supervising teachers receive copies of the guidelines prior to, or during, the placement, most supervising teachers interviewed indicated that they did not read them, or if they did this occurred late in the placement. For example: *I reckon we probably got some paperwork. Did I read it? Nup.*



Some supervising teachers read the guidelines during the placement, for example: *I look at their requirements...while they're on teaching round.* Teachers note they also attend to the other assessment tasks related to academic subjects, and that they go through these materials with preservice teachers *to look at the other sort of things that they need to achieve.* In some instances supervising teachers discuss requirements with preservice teachers and used the provider handbook *to fill in and tend to the gaps,* or they look at it late in the placement before completing the final report form: *You have to assess their work so I do look at what the provider wants...to make sure I didn't overlook something.*

Supervising teachers report that they typically draw on their previous supervision experiences to plan and guide placements for preservice teachers. For example: *I had student teachers before. I already had some proformas set up, and so I actually gave my student teacher those proformas.* Alternatively, they rely on their own notions of what they should do, as expressed by this comment: *I just slotted into my supervisor role. And: I don't look at what the requirements are because I've got other requirements [for my classes] and it all has to fit in.*

Confusion about the requirements of different providers

Some supervising teachers seem to be confused about the how the goals of programs differed among providers. For example: It's not made clear before they come what kind of stage they're up to and which course they're doing so you look through the handout and you're not really sure which relates to them. Lack of time was a problem, resulting in only a cursory reference to the material supplied by the provider: *There's no time. There's no resourcing for it anyway so it wouldn't matter what you got [to read].*

The preservice teacher coordinator at the school is often acknowledged as the key person who provides support to supervising teachers: *The person who does all the coordination at our school had it all organised.* Teachers stress their need to feel more informed about the supervision role and indicate that they would benefit from mutual and external (provider) support. Sadly, some comment that the interview for this study was one of the few times they had actually sat down to share ideas about placements: *Oh, even the fact that we're talking now, we're discovering what different student teachers issues have been and [that] we could...try this or...do that for each other, as well as have some sort of guidance from somewhere external.*

Use of the VIT Standards

Supervising teachers indicate that they do not refer at all to the VIT Standards for Graduating Teachers when they supervise preservice teachers in placements. There were numerous such comments, for example: *Not at all.* And: *It doesn't influence my advice.* Much of the discussion at this point in the interview focused on the teachers' somewhat negative views about the VIT and the cost of registration. The teachers did not consider the professional standards to be directly relevant to the task of supervision. For example: *But the fact that we don't refer to them shows how removed they are from the reality of teaching.* Others thought the requirement to use the Standards would put another unwelcome burden on their already busy schedule: *And I think that would add to the extra workload if we had to. I don't think that's our responsibility.* At best some thought that their work was implicitly guided by the Standards, and that this provided sufficient guidance for preservice teachers: *But that's something you focus on all the time without knowing that it's the VIT Standards. That's something that you do.*

Adherence to the Standards was also seen as the responsibility of the provider. For example, one teacher noted: *That's what I would be expecting the provider course*



should cover. And: *They should come out of that course meeting all those criteria, because they're going to teach...if they don't meet those, they don't get to teach.*

Feedback and support for professional learning

Feedback in the initial placement

Supervising teachers are highly motivated to provide encouraging feedback to preservice teachers on their first placement and to help them address areas of difficulty in their teaching. Constructive criticism is typically given after each lesson using supporting notes taken during observation of a class: *Well, I was giving constructive criticism but I just knew that it was his first teaching round and I was really aware that he was trying very hard, but just sometimes didn't get it right all the time, as you would.* And: *I think it's always important to be constructive in your criticism. Don't demoralise them.*

The interview data reveals a fairly consistent process for providing supervisory feedback. That is, the supervising teacher observes a lesson in action and makes detailed notes. These notes are then discussed in detail as soon as possible after the lesson ends. The discussion focuses on key issues that the supervising teacher has observed, and these typically relate to problems of behaviour and other classroom management issues. Preservice teachers are also encouraged to reflect on this information for their next lesson. Supervising teachers emphasise that this supervision process provides immediate feedback and enables them to address issues point by point after the lesson: *I sat down with him after each lesson and went through the page of notes of things that he did while I was watching. He really appreciated that and certainly took those ideas on board.* And: *You have to have the time to be able to sit down and actually talk them through what happened, and unpack the entire situation.* It's also useful if this conversation focuses on what the preservice teacher planned for the lesson: *It helps if they have to actually do an evaluation on their lesson plan of that day and revisit their lesson plan.*

Supervising teachers sometimes take a protective stance to stop their preservice teacher from being overwhelmed, particularly early in the program. They also support a step-by-step approach to learning to teach, helping preservice teachers to focus on one facet of teaching at a time. Success is an important element of this process: *I certainly get them to focus on one thing. We pick out the one core element that I think that they could work on. My student was only here for three weeks so I said, "We're not doing any content. You can just use my content. We're into you selling it, you selling this subject and bringing it to life".*

Supervising teachers do not find provider-supplied teacher feedback sheets to suit their needs. The discussion in one interview focused on a sheet from one provider that asked for information about: voice, position, time management, student management, display and enthusiasm. The accompanying notes asked teachers to use the sheet to help highlight what worked and what didn't work in the lessons they observed. The teachers indicated that they preferred making their own notes for discussion with preservice teachers rather than use this format. They noted that this might result in varied feedback from different supervising teachers: *The feedback they could get from each of us could be different and based on our own expectations.* And: *they have two different supervisors, giving them different feedback.*

Supervising teachers encourage preservice teachers to observe other teachers: *If I had a student teacher who was having problems I'd encourage them to see as many different teachers who I think are very effective, so they can learn some strategies from them.* And to talk with them about issues: *I think it's also important that they do*



sit down and talk with their supervisor about how they think that they went because often their perception is very different to my perception. Some teachers encourage preservice teachers to videotape themselves as well, in order to see *what their mannerisms are, what their habits are, are there any words or phrases that they say all the time, or how they're moving around the room and things like that.* Supervisors actively draw the preservice teachers' attention to aspects of their behaviour and how they might change it, as suggested by this observation from a PE supervising teacher: *One student teacher that I saw carried a whistle in her hand. I said, "I saw you carrying it but you never used it". She said, "Oh I forgot all about it" and I said "Well, how do you think you could have used it?"...so the next time, yes, it was used.*

Whether or not a preservice teacher has a sense of their own person goals also influences how effective supervising teachers feel they can be: They need to know what they want to get out of this round. They recognise that learning to teach is very hard...it's a multidimensional skill, and preservice teachers are likely to be all over the place. For these reasons they believe that there are limits to what they can achieve with any particular preservice teacher: By the time they get to the fifth week I can't make major changes. I can't offer them anything that I haven't said already.

Supervising teachers appear to wrestle with their views about the difficulties faced by some preservice teachers and whether they can learn to bring all the elements of teaching together during placements. There were mixed views about whether some people would improve with more time. For example some comments suggested: *some people need more time than they can be given in a placement.* Others believed that some people aren't able to achieve independent teaching in the limited time available and that *they need extra.* While another was more equivocal on this matter: *if they can't do it after 10 weeks they're not going to be able to.* A number of comments suggested that preservice teachers *need [up to] two years to develop* and that the final stages of becoming competent teachers often occurs after the program has finished. For example: *I think the majority of people... are going to be thrown into a class. Maybe that first year load would be predominantly Year 7 to 10. They might have to struggle through it for a little while until they get good at it.*

Feedback in the final placement

The focus of the discussion about feedback in the final placement was on the disconnection between the providers and the schools. The absence of visits from academic staff created a division between the *real work* of the school and the academic component of the program. Supervising teachers note that *the university has a very hands-off way of running it.* They also commented on the lack of moderation of the assessment by the providers, for example: *there's no kind of training or standards...so I really don't think that's good enough.*

If there is a visit from a provider it is typically unsatisfactory, as there is only an *observation of one lesson, and, it's very artificial. Kids and teachers both have good days and bad days and I just think that if you just see someone once, on one lesson, on one occasion [it's unsatisfactory].* The lack of support for teachers when there are problems was noted: *In schools if you actually make that decision...that that person doesn't teach next year....there hasn't been the feedback and support for the schools to find out why we made that decision, and what support can be given...I think that is a concern.*

Supervising teachers feel the weight of responsibility in the final placement, when it comes making this professional judgment about the readiness of preservice teachers to teach independently. They emphasise the need for a professionally-based conversation to *actually be able to speak to the person from the uni who comes... rather than just having to fill in a piece of paper, to have a moderating conversation*



with their lecturer or someone from the university. There was a strong plea for assistance in meting out the final assessment. For example: You need that other person from outside, because you know whenever you're dealing with a student teacher they're in a fairly emotive space, and so you're trying to actually deal with and encourage them, dealing with their emotions and their ups and their downs, their good classes and bad classes, as well as actually giving them information. And you're moderating how much information you're giving to them in the way of negative feedback and positive feedback. You need someone else, you need their supervisor, their lecturer to actually have an in-depth discussion with them about how they're going – a three-way discussion.

Discussions about feedback given in the final placement reveal that supervising teachers expect more independence and this influences the type of information they are willing to share. While the initial placement focuses on getting resources organised, getting to know students, writing lesson plans and delivering them, supervising teachers expect preservice teachers to contribute more ideas, be more independent and reflect on their practice. As one supervising teacher put it: *I don't mind giving students some ideas [in the final placement], but at some point you want to get something back...they're going to be in a classroom independently and, sure, there might be other people who do share ideas and resources, but this person actually needs to be able to put that together for themselves.* Another teacher suggested that the final placement needs to include a process whereby we can sit them down and give them the opportunity to share their experience in an ongoing sense. This teacher went on to say that discussions at this stage should focus on conversations such as: *"I've tried this with these kids..."*, or *"when I did some assessment these are the results I've got..."* He further suggested that there needs to be some kind of structured process whereby they can share their experiences to get...information, which they might be able to apply in an ongoing sense in their subsequent classrooms. He concluded *that would be the way to go.*

Training for supervision

Despite the fact that the Standards Council of the Teaching Profession recommended in 1998 that teachers should be trained for supervision of preservice teachers (see, Education and Training Committee, 2005), no teacher interviewed in this study had received any specific training for the role of supervisor. One person who had taken part in *merit equity training, offered by the Department* found that it helped them to *deal with student teachers*, as the program had focused on issues related to *the duty of care and on assessing people*. This training was not for supervision but had been undertaken in order to *sit on interview panels*. A second teacher mentioned that she had found professional development for mentoring to be *useful*.

Some supervising teachers believe training is useful for the more *inexperienced teachers who don't have the confidence to actually take on a student teacher*. They suggested that *if they could attend a course like that they would possibly do some supervision*. However, most teachers reject this idea. For example: *I can't imagine what sort of specific training you could actually provide, because we are all different and we do all have our ways of doing things...We have a lot of student teachers, so it's kind of second nature*. The most common response to the question of whether they want training or not was more simply *No!*

Conclusions

Supervising teachers value placements for professional renewal and for the benefits provided to preservice teachers. During the supervision process, teachers draw extensively on their past experience, rather than referring to the guidelines to help



them negotiate the placement experience with preservice teachers. The study highlights the tenuous links that exist between the provider and the school, and it suggests that there is little, if any, purposeful connection between the philosophical or practical goals of particular provider programs and the supervision process. The study confirms the view that the practicum is largely implemented as an apprenticeship to the class teachers. The study also demonstrates that the pedagogical construction for the process of learning teach applied by teachers when they supervise preservice teachers draws more on their experience of teaching than the philosophical foundation of any teacher education program.

Supervising teachers indicate that the typical process they adopt for supervision of placements involves discussion of written observations of lessons with preservice teachers. These discussions generally occur immediately after a lesson is taught. Although the content of these comments has not been examined, it appears that the main goal of this activity is to encourage preservice teachers to review how they delivered the lesson. Comments from supervising teachers indicate that the advice they give draws on their personal approach to teaching rather, than on the academic study of education that is being pursued by the preservice teachers in their program.

It is also evident that advice from supervising teachers rarely relates to the Professional Standards for Graduating Teachers. Supervising teachers believe that professional learning about the Standards is achieved through example and implicit processes and not through guidance or instruction. This further supports the view that the main focus of the supervision process is on how well the “apprentice” teacher operates in a particular classroom and highlights further the nature of the division between the placement experience and the academic program content. There is thus a critical need to review of how the practicum coherently connects to the structure of teacher education programs.

Draft recommendations

Three recommendations were developed for discussion with stakeholders. These are:

Draft Recommendation 7.1: Higher education providers should review how practicum is supervised and work with supervising teachers to establish greater consistency between the practical and theoretical parts of the teacher education programs.

Draft Recommendation 7.2: Higher education providers should review how well the academic elements of programs and the requirements and supervision processes in the practicum component of teacher education programs supports learning that reflects the Professional Standards for Graduating Teachers.

Draft Recommendation 7.3: Higher education providers should review the process of supervision to determine how the placement experience can be revived from an apprenticeship to a classroom teacher to an applied study of effective teaching that is mentored by expert teachers.

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Chapter 8 Resources for Teacher Education

Support for preservice teachers during school placements requires intensive input from higher education providers and schools. Responsibility for the provision of resources for the organisation and support of placements is contentious, and a comprehensive review would include consideration of award rates for supervising teachers, workloads of staff in schools and higher education institutions and Commonwealth funding allocations for teacher education. This section of the report does not provide a detailed review of all of these factors but makes comment about them, particularly about the impact on the capacity of schools and higher education providers to commit staff time to support preservice teachers in placements.

Funding to higher education providers for teacher education has been increased during the course of this study following the Bradley Review of Australian Higher Education (Australian Government, 2009). This is in addition to funding committed to the school sector through the Smarter Schools National Partnerships initiative announced in 2008, an initiative to improve support for teacher training through higher quality partnerships between schools and universities. While both of these changes are most encouraging, the question remains whether they are far-reaching enough to provide the resources needed to address the many issues concerning the quality of placements raised in this report.

The development of high quality teacher education programs requires a comprehensive and coherent vision of the professional learning needs of preservice teachers. The achievement of this will depend on how different participants view what needs to be learnt in placements and how this is to be accomplished. Higher education providers, supervising teachers and the VIT (as expressed in the Standards of Professional Practice) all have different perspectives on this, although there are areas of overlap. In other chapters of this report the effect of these differing perspectives on preservice teachers is described, but the differences also mean that there is a lack of clarity about the resources required for high quality placements. Unless there is greater agreement about what has to be done there cannot be agreement about the resources required to do it.

The next section presents an overview of current changes to funding for higher education providers. A review of the impact of placements on resources in schools is then presented and draws on data from a survey to secondary school principals regarding costs of placements in schools.

Higher education provider resources for placements

Funding for teacher education is determined through the Commonwealth Grants Scheme (CGS) (Department of Education, Science and Training, 2005) which determines amounts paid for an Equivalent Full-time Student Load (EFTSL). The total amount for each EFTSL is determined by the funding cluster for the particular discipline area and the negotiated student contribution range. Both of these amounts are determined by the Commonwealth Government and this sets the income received by higher education providers for different discipline areas.

The higher education sector has for many years expressed concern that the relatively low funding cluster for teacher education has not provided adequate resources to provide academic staff time to attend to the requirements of the school placement component of teacher education programs. Teacher education has traditionally been allocated to the lowest funding band, along with humanities and behavioural science. In 2005 teacher education was, along with nursing, identified as a national priority. However, this led to a further reduction in funding for teacher



education as the government set a low limit on the student contribution for teacher education (and nursing) programs, compared to other discipline areas. This measure was designed to reduce the cost of university places and increase the attractiveness of teacher education programs for prospective students, but the net effect was a reduction in money to fund each student, because less money was coming from the student. Under these new arrangements funding for graduate teacher education programs was reduced to only 85% of the previous (already low) rate.

In 2007, the Australian Government provided additional funding for the practicum component of teacher education programs through the Improving the Practical Component of Teacher Education (IPCTE) fund. This fund was intended to provide eligible providers with an additional \$450 per full-time student place. Eligible providers were required meet a minimum number of days of practicum and providers offering one-year graduate teacher education programs were required to ensure their programs included 60 days of placement. While this scheme supplemented some of the shortfall in funding arising from the national priority status for teacher education it did not make up for the full amount lost (calculated at \$750 per EFTSL). Furthermore, this scheme failed to deliver the full amount promised to providers and payments have been reduced for each year of its operation. Of the promised \$450 per full-time place in 2007, only \$394 was delivered in 2008. The amount has dropped further for 2009 and only \$344 will be received by higher education providers for each full-time teacher education place. The eligibility criteria for this scheme focus only on the number of days of placement and have not considered any of the issues concerning the quality of the placement experience or the professional learning outcomes for graduating teachers that have been raised in this report.

The recent announcement of the new funding arrangements through the Innovation and Higher Education System for the 21st century to be introduced from January 1, 2010 will see an increase in the maximum annual student contribution amounts for education and nursing. This will deliver approximately \$1000 more to higher education providers for each EFTSL. To reduce the impact of the increased student contributions on the attractiveness of places the government has also announced that it will also offset the Higher Education Loan Program (HELP) debt repayments for education and nursing graduates who take up employment in these professions. This scheme reduces the HELP debt for each year of work for up to five years of employment, and is designed to improve retention of graduate teachers.

The cost to higher education providers for servicing placements from the current funding band needs to be fully reviewed. At present higher education providers pay the award rate of (only) \$1.30 per day per preservice teacher placement for school teacher coordinators. In addition to this they pay supervising teachers \$21.20 per day for supervision of a preservice teacher with a double method and \$24.90 (2 x \$12.45) for a preservice teacher requiring two separate method supervisors. For a program with 60 days of supervised placement the higher education provider pays \$1350 for a double method placement (and \$1572 for two methods) for each preservice teacher. This funding must be paid out of income provided through the EFSTL and the ICPTE. These calculations do not include estimates of other higher education costs concerning placements, such as the employment of placement officers to negotiate placements in schools, academic staff time to make visits to schools and associated travel allowances.

The announcement of the new funding initiative for initial teacher education will bring some relief to the funding shortfalls affecting the quality of teacher education programs. However it is too soon to judge the impact of these on the quality of professional learning experienced by preservice teachers in placements. While the additional monies for higher education providers in 2010 will almost cover payment



for supervision and coordination of placements in schools, this will not provide the additional funds needed to increase staffing arrangements to improve provider-school partnerships. The initial calculations suggest that teacher education continues to be under-funded.

The issues raised in this report regarding funding and the quality of placements indicate that more information is needed about the level of funding that is needed to support high quality teacher education programs. The Innovation and Higher Education System for the 21st Century funding initiative has been developed with reference to the CGS funding clusters that were developed in the 1990s. The problem then, is that an out-of-date funding formula has been supplemented by recent initiatives, however there has been no attempt to base funding on the real cost of providing a high quality teacher education experience. The findings and recommendations in this report suggest that there is a need for reform of the funding band for teacher education based on a calculation of costs and quality of program. A full review of the cost of providing a high quality professional practice experience in all teacher education programs is therefore a high priority.

School resources for placements

School support for the organisation and administration for preservice teacher education placements is not funded. While supervision and coordination payments are made to teachers for each placement, schools receive no funding to support activities related to placements. This section attempts to determine how placements impact on school resources and how these are accounted for. An online survey of school principals was emailed to secondary principals in Victoria to gain some measure of the demand placements make on school resources. The survey, together with the accompanying email and a summary of the data from principals, can be found in Appendices 8A, 8B and 8C.

The information provided by principals is limited in quantity due to the low number of responses. Of the total of 548 surveys that were emailed, seventy-eight emails were not able to be delivered for a range of reasons and thirty-five principals or administrators replied during the two weeks the survey was available online.

The principals who responded to the survey came from a representative group of schools and included metropolitan, regional and rural schools. The schools varied in size and responses were received from government schools, the Catholic education sector and independent schools. School size is related to the number of placements offered by a school, although there are exceptions with some small schools offering higher numbers of placements than larger schools. As indicated in Figure 8.1 most schools provide placements for preservice teachers from multiple providers and these may include interstate and international providers.

Figure 8.1 illustrates the number of schools which offered placements to one or more provider in 2008



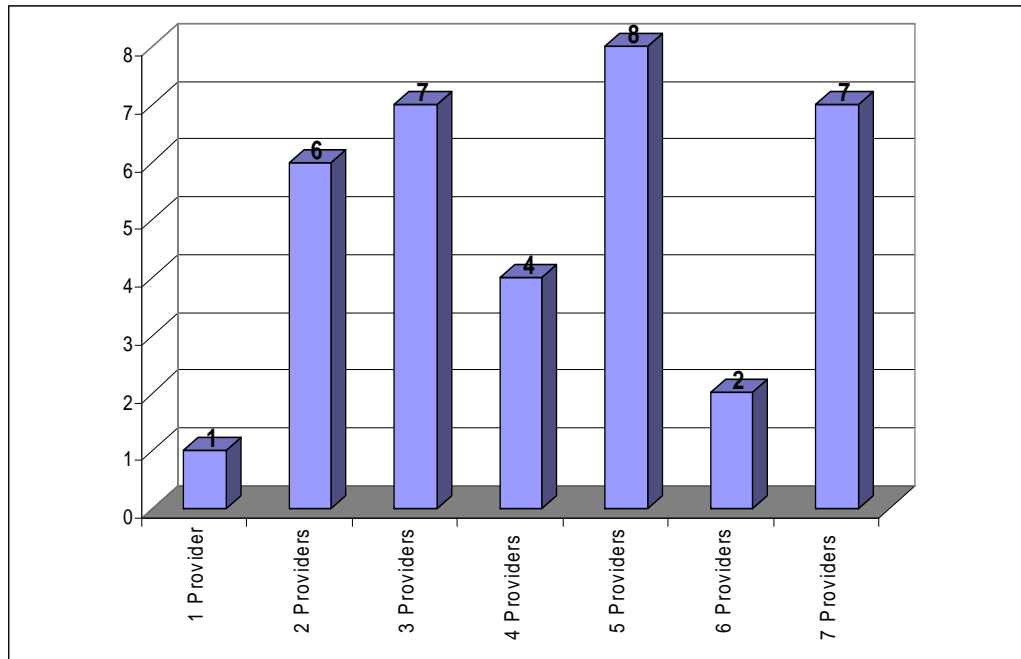


Figure 8.1: The number of schools offering placements to one or more provider in 2008

Direct school costs

Principals provided varied information about the cost of the placement program to schools and how this was budgeted. Approximately 25 % of principals included no information about the cost of staffing related to placements, 46% stated they had not budgeted for or incurred any additional staff costs and 29% indicated they budgeted for some staff replacement costs. The amounts tended to be low and those indicated were for \$500, \$1000 and \$8,582.

Only four principals (11%) indicated they budgeted for costs linked to teacher placement activities within their school. The budgeted amounts were low and of the order of \$500, although one school put the cost at \$5000. Another five schools (14%) disclosed they incurred miscellaneous costs for teacher activities and placements. Again, the amounts were low with four schools indicating the costs ranged from \$25 to \$400, and one school indicating \$1000.

Costs linked to teaching resources for preservice teachers were also low with three schools indicating costs of \$20, \$200 and \$300 respectively and one school indicating costs of \$2000. Other costs related to ICT and school camps for preservice teachers were listed, and these were less than \$500 for each school.

School staffing costs

Although not formally listed in school budgets, the allocation of staff to coordinate school placements suggests this represents a major contribution to placements by schools. Principals indicated that the majority of staff assigned to this position were in the principal class, and Figure 8.2 shows the number of schools and the staffing level they allocated to the role of teacher coordinator. In 27 cases, this position did not attract an additional responsibility allowance.



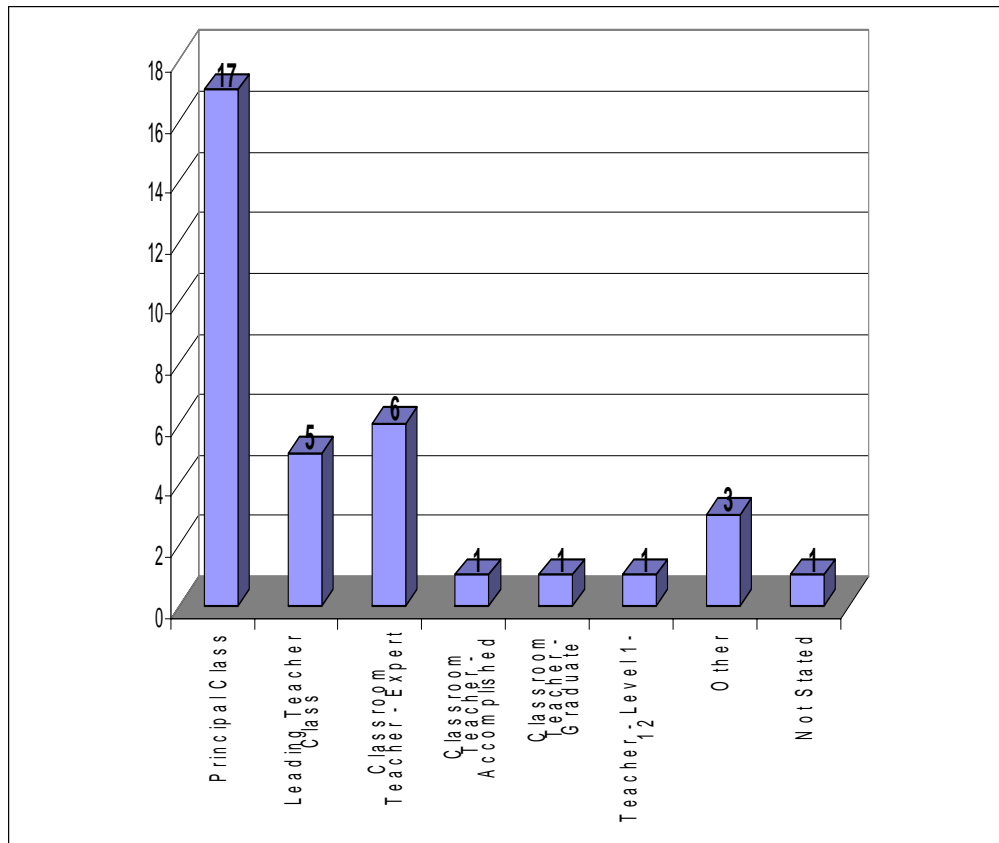


Figure 8.2: Staffing level allocated to the position of school teacher coordinator

The amount of time spent by the coordinators on school placement activities varied and this tends to reflect the number of placements offered by the school. Of the thirty principals who responded to this question the estimated time at their school ranged from approximately 10 minutes to five hours per week. For 40% of the schools the average time allocated to this position was one hour or less per week, while 20% of schools allocated between one to two hours per week, 8% three hours per week, 5% four hours a week, and one principal suggested this time varied from week to week.

Most principals (57%) considered the time allocated at their school was adequate for the role while 34% considered the allocation was inadequate. Comments from principals about the role of the school teacher coordinator indicate that the workload is assigned as *one of the many responsibilities of the Daily Organiser in the school*. As with other tasks this responsibility has peak periods, such as *at the beginning and end of rounds plus catch up during [placements]*. The role includes administrative tasks such as *following up on payments [from providers to supervising teachers and coordinators]*. Principals noted there can be *difficulties when problems arise with the preservice teacher* and that *each student teacher comes with their own needs for varying levels of support – which can take more time*. (It must be remembered that the supervision of preservice teachers includes time spent with them on preparation and review of their work, and not just the time spent observing their teaching.)

Some comments suggested that the time allowance given *is as much time as can be allocated with competing needs for time allowances outside face-to-face teaching* and that *supervising teachers put more hours in, dependent on people involved*. One principal wrote: *One works until the job is done*.



School commitment to placements

Principals were asked to indicate the three most important factors that influence the number of placements offered by their school from the list supplied. Figure 8.3 illustrates the relative importance principals indicated for the items in the list. The responses indicate that three most important factors influencing schools are:

- Commitment to building the profession
- School staff teaching workloads
- Heavy time demands of supervision for teachers.

The two next most important issues were the quality of management of placements by providers, and the strength of desire by classroom teachers to having a placement in their class.

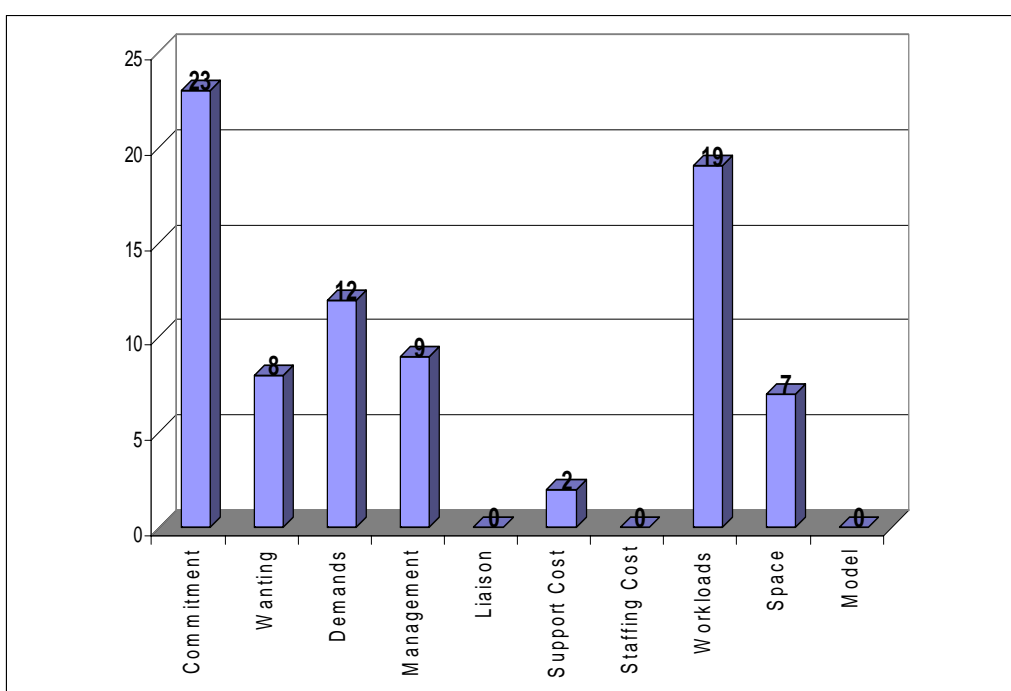


Figure 8.3: Factors influencing preservice teacher placements

There were a number of additional comments from principals about schools' support for placements and support for growth of the profession. One principal stated that *the quality (training, commitment and capacity) of the preservice teacher is a critical component*. Another noted that *the school is selective in which teachers we ask to supervise student teachers, so that does limit how many we can take. We balance expertise against the extra duties so many experienced staff have*. And yet another stated that *the growth of the profession can only be [achieved] if preservice teachers have valid and robust experiences in school settings*.

One principal commented on the award payment to teachers and noted that *the remuneration offered to supervising teachers is not enough to be a motivating factor, it runs on goodwill currently*.

Other comments from principals relate to the limited availability of suitably experienced teachers in their schools for supervision, as schools may have a large proportion of their staff who are either newly graduated teachers, part-time teachers or recently arrived teachers lacking familiarity with the Victorian school context.



Conclusions

While it is widely acknowledged that the quality of the partnerships that exist between schools and higher education providers is fundamental for high quality placements in teacher education programs, this study suggests that there is a need for a detailed review of the resources needed by both sectors.

The higher education sector needs time to appraise the effect of the recently announced new funding model for teacher education places. The cutbacks in funding that occurred during 2005-2009 have resulted in a marked reduction in the capacity of providers to support placements. While the proposed funding model for 2010 will increase funds to providers the initial indications are that more funding is needed. A study of the actual cost of supporting quality placements in teacher education is therefore needed.

The data from the small sample of schools responding to the survey in this study indicates that school size and other factors influence the number of placements they offer. Most schools take preservice teachers from a number of providers and in some cases this includes interstate and international placements. Schools provide senior staff to coordinate placements and the cost of this role is often not included in school budgets. Where schools do account for costs, they vary greatly as to amounts cited. The number of responses to the survey conducted for this study is too small to provide reliable figures. However it appears that the role of coordinator in some schools, particularly in schools placing large numbers of preservice teachers, may take up to five hours per week. At present the time for supervision and coordination provided by practicing teachers does not appear to be accounted for. Thus, while teachers are paid a daily rate for supervision or coordination there is no time allowance associated with these duties. Teachers who supervise or coordinate placements must take time from other teaching duties to supervise or manage preservice teacher placements.

Finally and not unexpectedly, the important factors influencing the number of placements offered by schools are the level of commitment to the profession, the time involved in supervision, and the demands that teachers and coordinators face in their other tasks.

Draft recommendations

Draft recommendations presented for discussion at the summit meeting with stakeholders are:

Draft Recommendation 8.1: That the commitment and resources provided by schools to preservice teacher placements be acknowledged. Schools need a staffing entitlement of approximately 0.1 EFT for coordination of placements for preservice teacher education.

Draft Recommendation 8.2: That the workload of teachers in schools be adjusted to accommodate the responsibility of supervision of preservice teacher placements.

Draft Recommendation 8.3: That higher education providers contribute to a reduction in the workload and complexity of supervision tasks by jointly working towards greater consistency in terminology and requirements included in the documentation they supply to supervising teachers. (This also relates to Draft Recommendation 2.3.)



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Chapter 9 Summit and Review of Recommendations

A practicum summit meeting of stakeholders was conducted in June 2009 to review the draft report and a set of draft recommendations that arose from each chapter (Appendix 9A). A total of fifty-nine representatives from all stakeholder groups attended the meeting, which was conducted over the course of a day and commenced with a forum to review the contents and associated recommendations for each chapter of the draft report (Appendix 9B). The afternoon sessions comprised round table discussions, and at each table participants from several organisations were grouped together to discuss the findings and recommendations from a different chapter of the report. The discussion groups were assigned prior to the summit and copies of sections of the report, including the focus chapter and full set of draft recommendations were emailed to participants for reading prior to the summit. The afternoon session concluded with another forum and review of the recommendations. The following section presents a distillation of six key issues and resulting recommendations identified from transcripts and presentations from the discussion groups. A brief summary of the main points related to each recommendation is also presented. 'The report' as discussed below is the final outcome after amendments to the draft report considered by the summit were incorporated to reflect the summit's conclusions. However, the following sections represent an amalgam of the whole summit's conclusions and do not each correspond to the conclusions of one summit discussion group.

Issue 1.0 Need for a model that links initial teacher development to the VIT Professional Standards for Graduating Teachers.

A central issue arising from much of the information and recommendations presented in Chapters Two, Four, Five and Seven is the need for more information about how preservice teachers can be supported toward the development of the attributes in the Professional Standards for Graduating Teachers.

The report indicates that there is a strong need for a more refined model of how the professional attributes of teaching are learnt and developed in preservice teacher education programs. More information is required about the knowledge and practical experiences needed to guide preservice teachers' mastery of each of the behaviours identified in the Professional Standards. A program of research is therefore needed to map the stages towards the development of particular attributes described by the Standards.

An improved knowledge base for teacher education would provide teacher educators with the information they need to develop a pedagogical framework for teaching practice in teacher education programs. This would create benefits for all stakeholders in teacher education. For example, higher education providers would be able to match a model of the development of initial teaching to the on-campus and school-based components of their programs; supervising teachers would be able to track the supervision process more effectively and provide more targeted feedback during placements; and preservice teachers would have a more informed frame of reference for understanding stages in the development of their teaching. This would lead to: a deeper understanding about how to assess professional attributes; more effective support for teacher development in areas of difficult learning; and a more informed process for the assessment of the professional competence of graduating teachers.

In summary, a developmental framework of initial teacher development which is referenced to the Professional Standards for Graduating Teachers will improve:



- the alignment between initial teacher education program requirements and the Professional Standards for Graduating Teachers
- knowledge about the needs of preservice teachers at different stages of their development
- knowledge about how the theory and practice components of teacher education inform the development of professional attributes
- knowledge about the quality of support needed by preservice teachers to master difficult areas of learning to teach
- the model of supervision of preservice teacher placements in schools needed to support and develop more explicit links to the Professional Standards for Graduating Teachers.

A program of research is therefore needed to establish a profile of initial teacher development that maps the growth of attributes consistent with the Professional Standards for Graduating Teachers. Any such program of research will need to examine how instructional processes, knowledge and experience reinforce and inform this development.

Recommendation 1.0

That the Accreditation Committee of the VIT and the Victorian Council of Deans of Education jointly develop a program for teacher education designed to:

- identify the stages that describe the developmental processes that preservice teachers move through as they move from being a novice to a beginning teacher
- identify how the attributes from the Professional Standards for Graduating Teachers can be used to assess progress in teacher education
- understand the learning and teaching processes required for the development of teacher attributes reflecting the professional standards.

Issue 2.0 Assessment of teaching and other professional attributes of initial teacher development lacks a rigorous framework.

Discussion of the draft recommendations presented in Chapters Two, Three and Six highlighted the need for more detailed knowledge about the criteria used to assess preservice teacher development and performance. Although the current criteria that are used by most higher education providers are reworded versions of the professional standards there is no evidence to demonstrate validity and reliability of these items for the assessment of initial teacher development. More information is needed to determine how the Professional Standards for Graduating Teachers can be used to define the assessment of teacher performance or readiness for independent teaching.

A research program for the assessment of initial teacher development is therefore needed. Evidence about reliable and valid criteria for assessment will create benefits for all participants in initial teacher education. This will also improve knowledge about how the attributes assessed in placements can be used to provide meaningful information about teaching competence. A project of this nature also has the potential to establish further understanding about how the early phases of initial teacher development are related to later stages of accomplished and expert teaching.

Thus, in addition to Recommendation 1.0, there is a need for the development of a program of research to improve assessment in initial teacher education.



Recommendation 2.0

That the Accreditation Committee of the VIT and the Victorian Council of Deans of Education develop a program of research about the use of assessment in teacher education that is designed to:

- identify formative and summative criteria for assessing progress toward each of the attributes of the Professional Standards for Graduating Teachers
- improve the quality of the links between the formative and summative assessment processes used to inform preservice teachers about their progress
- identify indicators that confirm that the Professional Standards for Graduating Teachers have been met.

Issue 3.0 Lack of consistency in placements offered by different providers due to

- a) differences in use of terminology, documentation and reporting processes for placements by different provider
- b) lack of knowledge about the quality of the professional learning experience afforded by different placement models

Information from Chapters Two, Three, Five and Seven highlights the need for improved collaboration between providers and schools to improve the quality of support for preservice teachers. Differences in terminology, forms of documentation and reporting processes used by higher education providers for preservice teacher placements are confusing for teachers in schools and create no discernable benefits for preservice teachers. The draft recommendations from Chapter Two suggested that the development of a glossary of terms by each provider would partially address these problems. However, the summit participants suggested there was also a need to streamline language and processes. Participants suggested that higher education providers should develop a common set of terms and procedures for placements to reduce confusion and alleviate the additional workload and complexity generated for supervising teachers and other school-based staff. (A small survey of principals described in Chapter Eight suggests that a significant proportion of schools take preservice teachers from up to seven or eight providers.)

The construct of placements assumes that there is a well-established partnership between providers and schools. In addition to the diverse use of terms, a lack of definition of the roles and responsibilities of participants is another factor contributing to confusion about the construct of placements. Higher education providers could alleviate some of these problems through the development of more consistent administrative processes for the general conduct and reporting processes related to placements. Thus, clarity about terminology and the adoption of more common procedures for making contact with schools, for induction of preservice teachers into schools, for managing difficulties and for reporting would improve the quality of the partnership between schools and the higher education sector.

Recommendation 3.0

That the VCDE, in collaboration with the VIT Accreditation Committee, improve consistency in the use of terminology and processes for the support of school placement activities through more commonly agreed use of:

- terms and descriptions of the roles and responsibilities of participants in school placements
- procedures for the induction of preservice teachers into placements to ensure they are familiar with the legal responsibilities of teaching
- procedures for management and reporting of placement activities.



The quality of the learning experience in placements is also influenced by the timing of placements, the length of placements and the quality of information preservice teachers and their supervisors have about the placement requirements before it commences.

Recommendation 4.0

That higher education providers review the findings in this report concerning the design of school placements and the professional learning needs of preservice teachers. Issues that need to be considered are:

- the use of an observation period in the placement school to ensure preservice teachers have knowledge about students and classes prior to undertaking a teaching assignment
- the arguments for an early first placement, to give preservice teachers an early introduction to schools
- the case for long block placements of five weeks duration, or continuous part-time placement followed by a three week block placement, to ensure preservice teachers have opportunities to learn about the students they teach
- the preparation of preservice teachers and supervising teachers prior to placements to ensure that they have a common set of expectations for learning experiences and outcomes for each placement.

Issue 4.0 Lack of a coherent connection between the supervision process and the goals of individual teacher education programs.

The limited time available to preservice teacher coordinators and supervising teachers for placements means they do not have time to attend to differences between programs. Supervising teachers have little knowledge about the desired learning goals of particular teacher education programs and they do not refer to the VIT Professional Standards for Graduating Teachers when they are supervising preservice teachers. Supervising teachers appear to have developed an approach to supervision that has been based on their collective experience over many decades. The summit participants endorsed the concerns about the quality of learning experiences currently offered in placements. Summit discussion about the use of observation and feedback on lesson delivery as the main instructional and assessment process in placements led to suggestions that supervising teachers need to engage in more collaborative teaching activities with preservice teachers. It was further suggested that a professional development program for supervising teachers and academic staff who visit preservice teachers in schools would help to improve knowledge about the Professional Standards for Graduating Teachers and encourage supervising teachers to examine the manner in which they supervise preservice teachers.

Recommendation 5.0

That the VIT and the VCDE develop and evaluate a professional development program for supervising teachers and academic staff who support preservice teacher placements in order to improve:

- knowledge about the Professional Standards for Graduating Teachers and their application to supervision processes in placements
- knowledge about the use of collaborative learning processes to support preservice teacher development during school placements.



Issue 5: Funding to schools does not include consideration of workloads for coordination and supervision of placements.

Participants at the summit agreed that the coordination and supervision of preservice teacher placements is not adequately accounted for in school staffing and funding figures. Workloads for placement activities are additional to all the other professional activities of teachers and there is little, if any, professional recognition for this role. The effects on schools of placement workloads therefore need to be acknowledged. A review of school resources needed to support placements would permit the development of a workload formula that includes placement numbers.

Recommendation 6.0

That school teacher employers develop a workload model for schools that includes consideration of:

- a staffing formula related to numbers of supervisory placements
- the development of a statement of responsibilities and accountabilities of school staff engaged in supervision activities.

Issue 6: The funding requirements of the professional practice component of teacher education need to be reviewed.

Higher education providers have made numerous claims for additional funding for teacher education in submissions to state and federal reviews of teacher education in recent years. Providers have stressed that the academic staff workloads for the support of school placement activities is additional to the time needed to provide lectures and tutorials. Recent initiatives by the Commonwealth Government have indicated there is a growing recognition of this need, but changes have so far been implemented without adequate evidence about their impact on the quality of teacher education programs.

There is a pressing need to calculate the entire cost to the various participating institutions of the provision of high quality preservice teacher placements. There is also a need to track the effectiveness of government initiatives concerning resources for teacher education and their impact on the quality of teacher education.

Recommendation 7.0

That the full cost of the school placement component in teacher education programs be recognised, and that:

- the VCDE monitor whether recent increases in student contributions for education units enable providers to better support the placement component of teacher education programs
- the VCDE propose that the Commonwealth Government commission a review of the costs to the higher education sector and schools of the school placement component of teacher education programs, in order to inform future budget decisions.



Chapter 10 Project Outcomes and Impact

Outcomes sought

This Priority Project was designed to respond to findings of the Education and Training Committee in Victoria (2005) and the Standing Committee on Education and Vocational Training (2007) about quality in teacher education programs. A focus on the practicum component of preservice teacher education programs was developed to extend the findings of a collaborative study on placements that was conducted by the VCDE and VIT and reported to other stakeholders at practicum summit meetings in 2005 and 2006. The project was intended to provide further information about how the professional learning experiences of preservice teachers can be improved during placements. The project was conducted in Victoria to examine how the Professional Standards for Graduating Teachers adopted by the VIT for accreditation of teacher education programs (Victorian Institute of Teaching, 2007) were used by higher education providers to frame and assess the learning experiences of preservice teachers in placements. The perspectives of all stakeholders concerned with the development and conduct of placements were included to examine the range of institutional factors that impact on the quality of the professional learning experiences provided to preservice teachers in schools. An examination of the strengths and weaknesses of the professional learning experiences was conducted to extend current research about the developmental needs of preservice teachers and to use the findings to develop a concerted plan of action that would help improve the quality of school placements.

Approach and methodology used for this project

This was a collaborative project involving all stakeholders in initial teacher education in Victoria and it has collated information about a wide range of factors that influence the quality of the placement experience provided to preservice teachers. The study has focused on whether the experiences and learning outcomes of placements reflect the professional standards of teaching as defined by Professional Standards for Graduating Teachers developed by the VIT. Data were obtained from:

- preservice teachers, through interviews and surveys
- schools, through interviews with supervising teachers and a survey of principals
- higher education providers, through web-based and document searches and an analysis of the current funding agreements for higher education.

The project draws on evidence and theoretical approaches in the research literature to advance existing knowledge about professional development in teacher education. Multiple perspectives on the problem of how to improve the quality of professional learning for preservice teachers have been examined using documentary evidence on course design, qualitative evidence from interviews with preservice teachers and their supervisors, and information about the resources that higher education providers and schools are able to commit to school experience component of teacher education courses. The approach and methodologies adopted for this project have permitted stakeholders to contribute collaboratively toward developing consensus on the need and direction for change in teacher education.

Advancing existing knowledge

The project uses existing knowledge from research and reviews on teacher education to focus on the quality of the professional preparation of preservice teachers. The data that have been collected appraise the problems of the professional preparation of preservice teachers from multiple perspectives. The



study advances current knowledge about how the professional framework for teaching can be used to guide professional development in teacher education. The analysis of the data illustrates how the placement experience is constructed and identifies areas for improvement of professional learning. The analysis also points to the need to establish more direct links between the quality of the professional preparation provided for preservice teachers and the skills they will need as independent teachers. The project raises questions about how the quality of preservice teacher experience in schools impacts on the preparedness of graduate teachers for employment. An important question that needs to be examined is whether resilience of teachers in the workforce can be improved by raising the quality of the professional preparation in initial teacher education.

Factors critical to the success of the project

The Practicum Partnerships Project has been developed through the strong relationships previously established between the VCDE, VIT and other stakeholders in teacher education in Victoria. Input from the DEECD, the CEO, the AEU, the VASSP and AISV has been crucial to the success of this project. Their representation in this project has provided a forum for robust discussions about theoretical and practical issues related to program quality in teacher education. The quality of cooperation between all of the organisations has helped to establish the common goal of finding ways to improve teacher education, rather than comparing the relative success, or otherwise, of different institutions. Issues that were critical to the success of this project included the capacity of the project team, steering committee and other participants to be objective about the roles and experiences of all participants in teacher education placements. The project was designed to identify a set of solutions to enable further development rather than to rank program performance or find fault with particular stakeholder activities.

Difficulties for this project concerned the nature of the problem it set out to examine. The school-experience component of teacher education encroaches on the activities of several jurisdictions, each of which has a different role to play in supporting school experience and a different capacity to influence how it might be changed. Added to this, the issue of quality in teacher education is a highly contested and sensitive area, particularly for teacher education institutions who have often appeared to be the target of criticisms about the quality of teacher education. It was important therefore to ensure that the project focused on how to create a positive climate for change. The major strength of the project has been the willingness of stakeholders to consider how their different roles impact on the professional learning needs of preservice teachers and to suggest new ways forward.

Application to other institutions and locations

The approach taken in this project and suggested outcomes are relevant to teacher educators in other states in Australia and other countries. Information from research and reviews of teacher education consistently points to the need for more information about how teachers can be better prepared in initial teacher education programs. There is a need to understand how a quality professional learning experience is constructed and the impact of placement experiences on what is learned. The approach taken in this study provides evidence from all stakeholders and presents a holistic account of factors that affect the quality of the learning experiences that are made available to preservice teachers in their initial teacher education program. The recommendations provide a comprehensive action plan for reforming placement experiences in teacher education. They identify that effective change will only be fully realised if there is a collaborative response from all participants in the placement experience. The recommendations in this report suggest areas for action that will lead to an improved professional learning



experience in the placement in Victoria and elsewhere. They acknowledge the need for more knowledge about how preservice teachers develop and the need for improved resources to support them in school placements. Successful implementation of the recommendations will therefore depend on further research, the availability of resources and continued support and goodwill from all stakeholders.

Further dissemination

The report has been made available to all stakeholders represented in this study and the findings are to be published in research journals. A project website will provide access to a copy of the full report and all appendices. Hard copies will be made available to Deans of Education and Teacher Registration Authorities in all states of Australia and all stakeholder representatives and organisations. Copies of any presentation that has been made as a result of this project will be posted on the website.

Stakeholders will continue to discuss and monitor the impact of this report and the issues raised will continue to be brought to the attention relevant departments and committees. In keeping with the ALTC's stated mission to promote and advance learning and teaching in Australian higher education, the Victorian Council of Deans of Education and the Victorian Institute of Teaching will continue to support ongoing development of teacher education, particularly through a focus on improving the quality of the professional experience of preservice teacher education students.

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Appendix 2A: Terminology

Provider 1	Provider 2	Provider 3	Provider 4	Provider 5	Provider 6	Provider 7	Provider
<ul style="list-style-type: none"> Pre-service teachers Associate teachers Teacher coordinators University supervisors 	<ul style="list-style-type: none"> Pre-service teachers PSTs Practising teachers School based mentors University mentors 	<ul style="list-style-type: none"> Preservice teachers Supervising teachers Coordinators Student Teacher 	<ul style="list-style-type: none"> Students Preservice teachers Graduates Supervising teachers Lecturers 	<ul style="list-style-type: none"> Teacher candidates Supervising teachers Teaching fellows Clinical specialists Partnership coordinators Pre-service teachers Graduate teachers University staff 	<ul style="list-style-type: none"> Pre-service teachers Supervisors School sponsors Supervising teachers Organiser of teaching practice Specialism lecturer / University link lecturer 	<ul style="list-style-type: none"> Pre service teachers Site coordinator 	<ul style="list-style-type: none"> Preservice teachers Mentor teachers University colleague School partnership coordinator
<ul style="list-style-type: none"> Professional experience program Teaching rounds Observation round 	<ul style="list-style-type: none"> Placements Teaching blocks School experience Team based placements 	<ul style="list-style-type: none"> Teaching component School experience 	<ul style="list-style-type: none"> Teaching practice 	<ul style="list-style-type: none"> Professional Practice Placements Practicum Block 	<ul style="list-style-type: none"> Field placements Teaching practice Rounds Blocks 	<ul style="list-style-type: none"> Professional practice Placements Embedded practicum 	<ul style="list-style-type: none"> Teaching practice Project partnership Applied curriculum project
<ul style="list-style-type: none"> Curriculum and teaching areas 	<ul style="list-style-type: none"> Subject areas 	<ul style="list-style-type: none"> Teaching methods 	<ul style="list-style-type: none"> Teaching methods Unit 	<ul style="list-style-type: none"> Discipline areas Subject areas Curriculum areas Learning areas 	<ul style="list-style-type: none"> Specialism subjects 		
				<ul style="list-style-type: none"> Includes role descriptors 			
<h3>Victorian Institute of Teaching (VIT)</h3>							
<ul style="list-style-type: none"> Pre-service teachers Graduating teachers Candidates Teachers Teacher educators 		<ul style="list-style-type: none"> Pre-service professional learning experiences Supervised professional practice Supervised teaching practice Practicum 		<ul style="list-style-type: none"> Specific subject guidelines Professional studies Discipline studies Specialist areas 		<ul style="list-style-type: none"> Pre-service teacher education courses Teaching methodology courses Teacher educator courses 	

Appendix 4 A: Preservice teacher survey

Please circle the indicator that best describes your response to each of these statements rating the **OVERALL** quality of your professional learning on this placement.

- | | Outstanding | Very Good | Adequate | Poor | None |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|----------|------|------|
| 1. Assistance to develop skills in program design, use of materials and resources in teaching. | | | | | |
| 2. Encouragement to independently design and implement student centred learning. | | | | | |
| 3. Opportunities to use a range of methodologies resources and technologies to support your teaching. | | | | | |
| 4. Help with familiarisation of curriculum statements, policies and programs associated the areas you were teaching. | | | | | |
| 5. Support to help identify the prior knowledge and the learning strengths and weaknesses of students. | | | | | |
| 6. Help to learn how the cultural, religious and other sociological factors influenced students participation and learning in your classroom. | | | | | |
| 7. Collaboration for planning learning sequences and units using curriculum statements, frameworks and assessment structures. | | | | | |
| 8. Help in how to establish clear, challenging and achievable learning goals for the range of abilities in your class. | | | | | |

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 9. Support in the use and management of materials, resources and the physical space of the school to establish a safe learning environment for all students. | Outstanding Very Good Adequate Poor None
 |
| 10. Support to establish and maintain clear and consistent expectations for behaviour in the classroom. | Outstanding Very Good Adequate Poor None
 |
| 11. Support in developing ways to communicate effectively with students (for example, how to make learning explicit, how to build rapport, and how to support their learning). | Outstanding Very Good Adequate Poor None
 |
| 12. Support in developing ways to integrate an inquiry -based approach to learning in the classroom. | Outstanding Very Good Adequate Poor None
 |
| 13. Support to develop strategies for reflection on professional knowledge and practice. | Outstanding Very Good Adequate Poor None
 |
| 14. Assistance in developing skills to manage non-teaching duties effectively. | Outstanding Very Good Adequate Poor None
 |
| 15. Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community. | Outstanding Very Good Adequate Poor None
 |
| 16. Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching. | Outstanding Very Good Adequate Poor None
 |
| 17. Opportunity to develop a sense of the integrity of the teaching profession. | Outstanding Very Good Adequate Poor None
 |

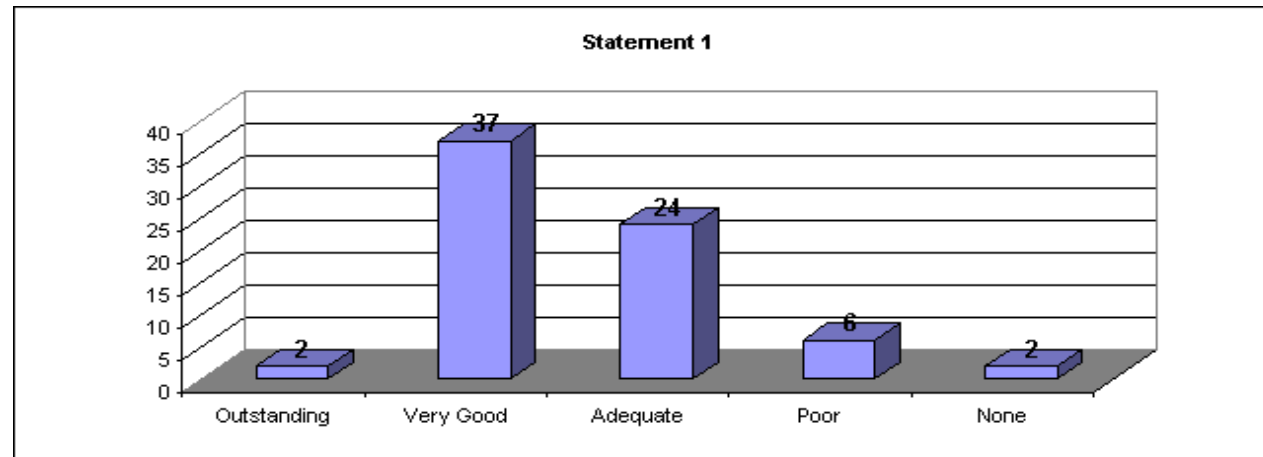
Appendix 4B: Ratings for first placement

Statement 1

Assistance to develop skills in program design, use of materials and resources in teaching.

First Placement (N = 71)

Ranking	No.	%
Outstanding	2	2.8
Very Good	37	52.1
Adequate	24	33.8
Poor	6	8.4
None	2	2.8

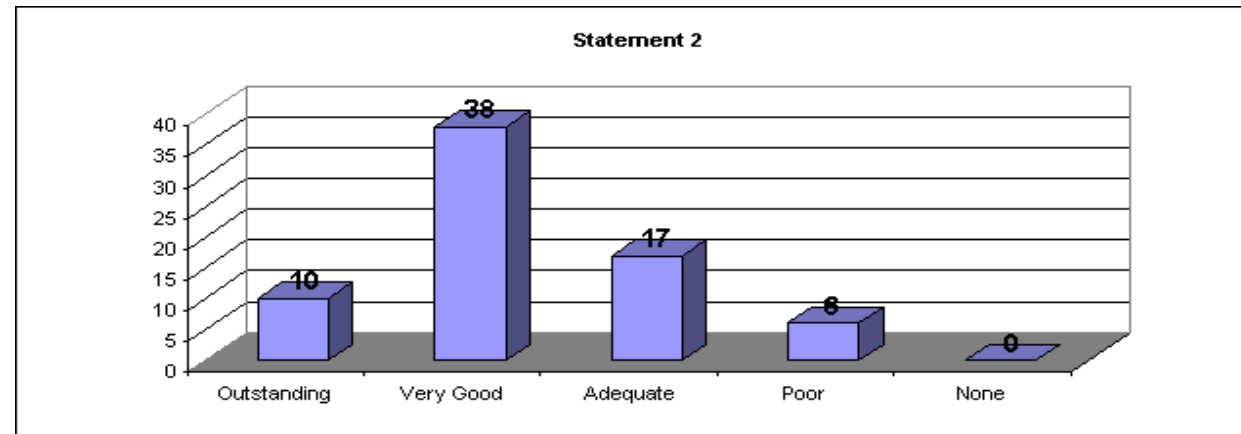


Statement 2

Encouragement to independently design and implement student centred learning.

First Placement (N = 71)

Ranking	No.	%
Outstanding	10	14
Very Good	38	53.5
Adequate	17	23.9
Poor	6	8.4
None	0	0

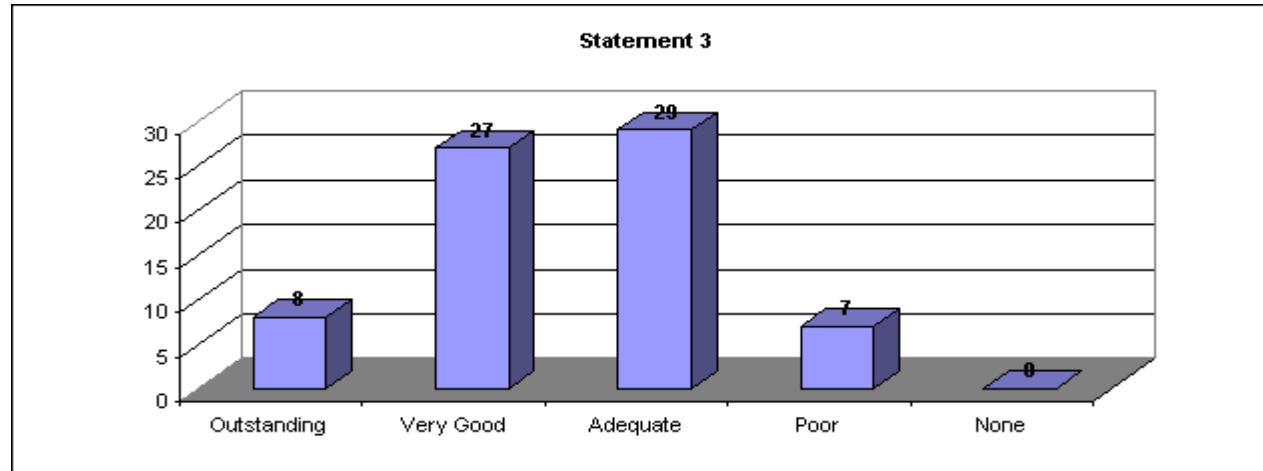


Statement 3

Opportunities to use a range of methodologies resources and technologies to support your teaching.

First Placement (N = 71)

Ranking	No.	%
Outstanding	8	11.2
Very Good	27	38
Adequate	29	40.8
Poor	7	9.8
None	0	0

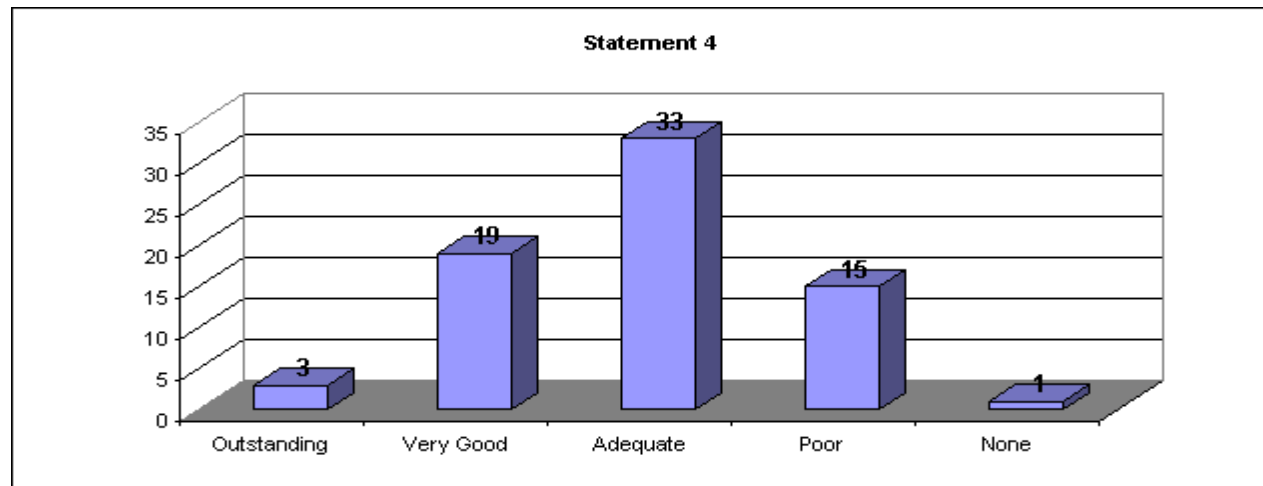


Statement 4

Help with familiarisation of curriculum statements, policies and programs associated to the areas you were teaching.

First Placement (N = 71)

Ranking	No.	%
Outstanding	3	4.2
Very Good	19	26.7
Adequate	33	46.4
Poor	15	21.1
None	1	1.4



Statement 5

Support to help identify the prior knowledge and the learning strengths and weaknesses of students.

First Placement (N = 71)

Ranking	No.	%
Outstanding	3	4.2
Very Good	30	42.2
Adequate	29	40.8
Poor	8	11.2
None	1	1.4

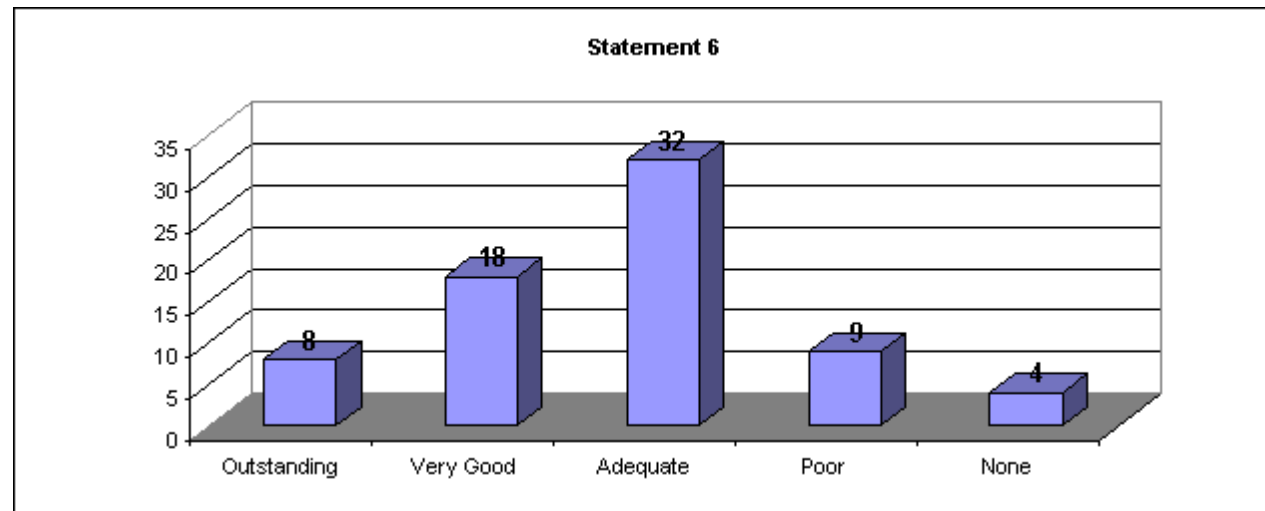


Statement 6

Help to learn how the cultural, religious and other sociological factors influenced student participation and learning in your classroom.

First Placement (N = 71)

Ranking	No.	%
Outstanding	8	11.2
Very Good	18	25.3
Adequate	32	45
Poor	9	12.6
None	4	5.6

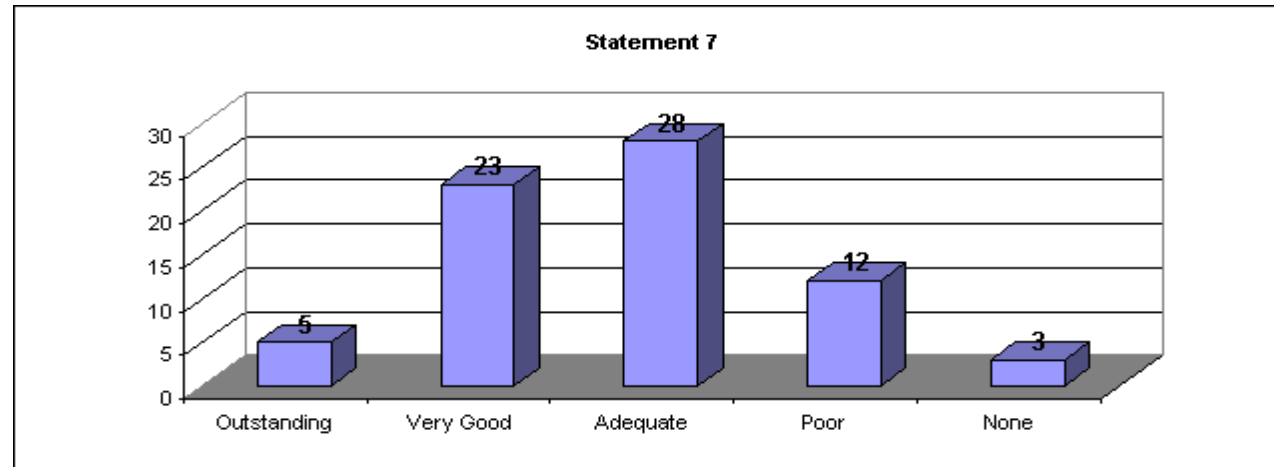


Statement 7

Collaboration for planning learning sequences and units using curriculum statements, frameworks and assessment structures.

First Placement (N = 71)

Ranking	No.	%
Outstanding	5	7
Very Good	23	32.3
Adequate	28	39.4
Poor	12	16.9
None	3	4.2

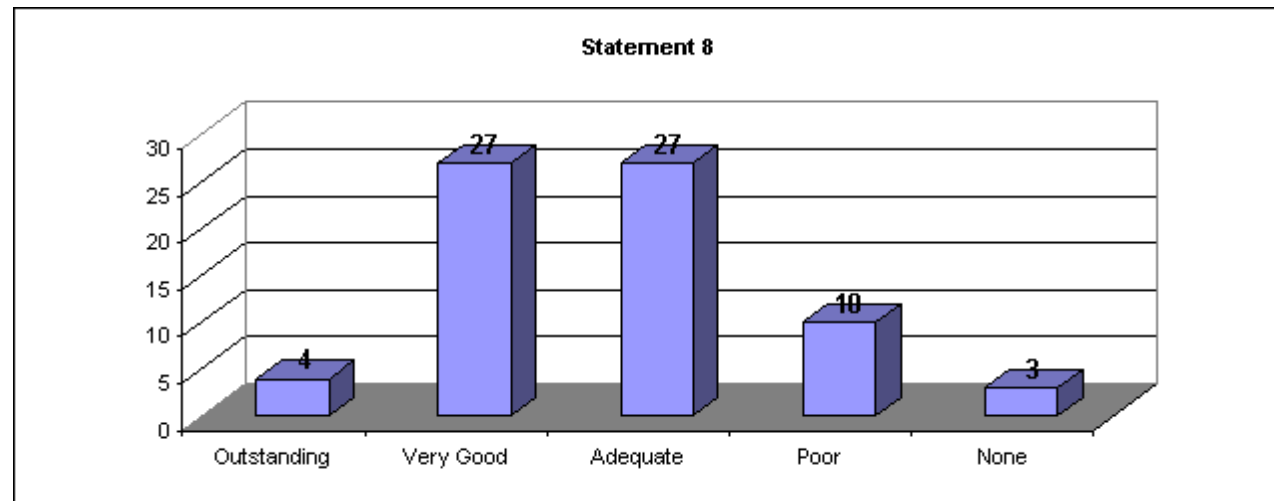


Statement 8

Help in how to establish clear, challenging and achievable learning goals for the range of abilities in your class.

First Placement (N = 71)

Ranking	No.	%
Outstanding	4	5.6
Very Good	27	38
Adequate	27	38
Poor	10	14
None	3	4.2

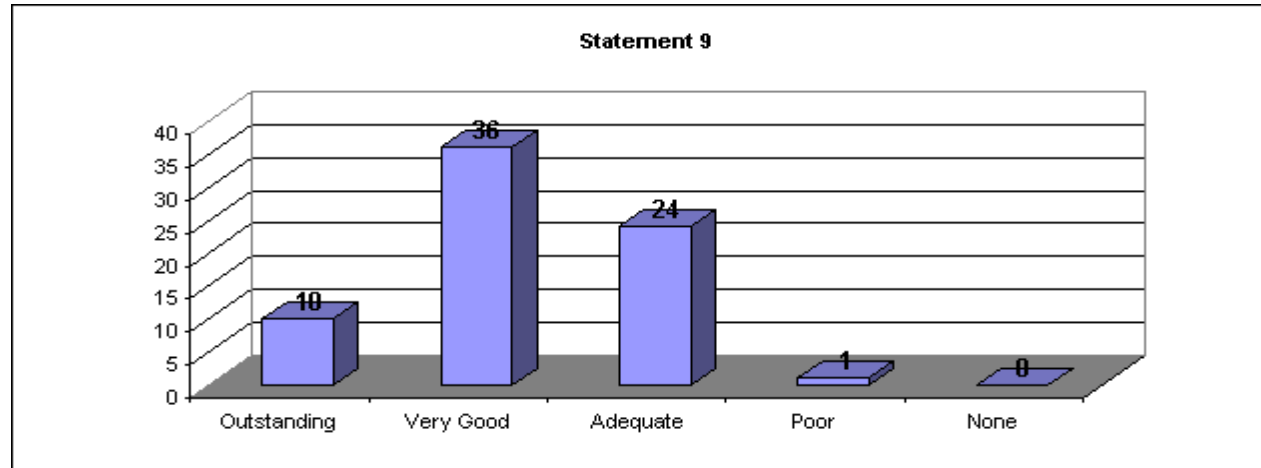


Statement 9

Support in the use & management of materials, resources & physical space of the school to establish a safe learning environment for all students.

First Placement (N = 71)

Ranking	No.	%
Outstanding	10	14
Very Good	36	50.7
Adequate	24	33.8
Poor	1	1.4
None	0	0

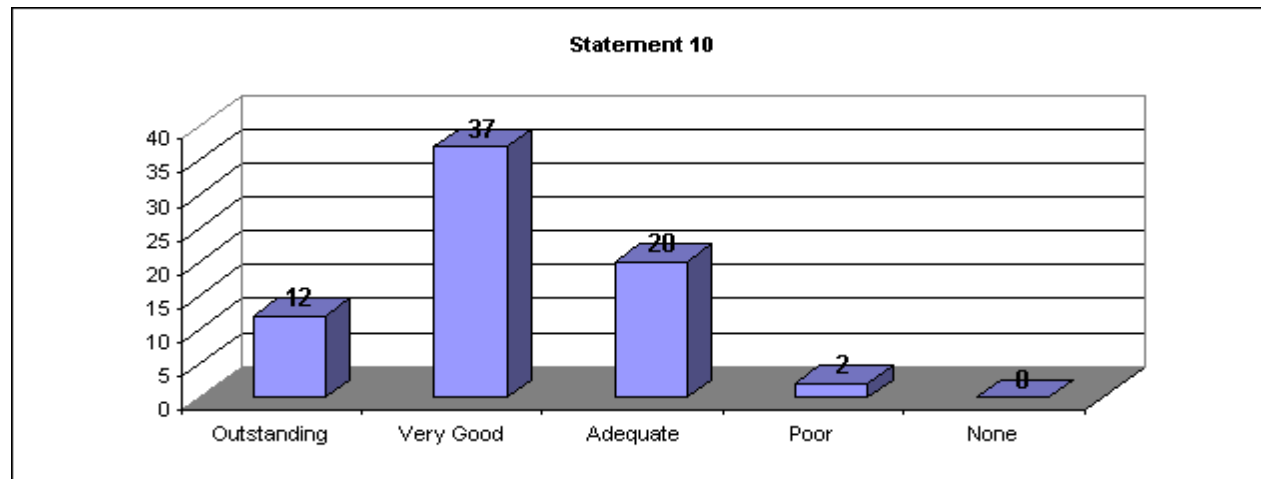


Statement 10

Support to establish and maintain clear and consistent expectations for behaviour in the classroom.

First Placement (N = 71)

Ranking	No.	%
Outstanding	12	16.9
Very Good	37	52.1
Adequate	20	28.1
Poor	2	2.8
None	0	0

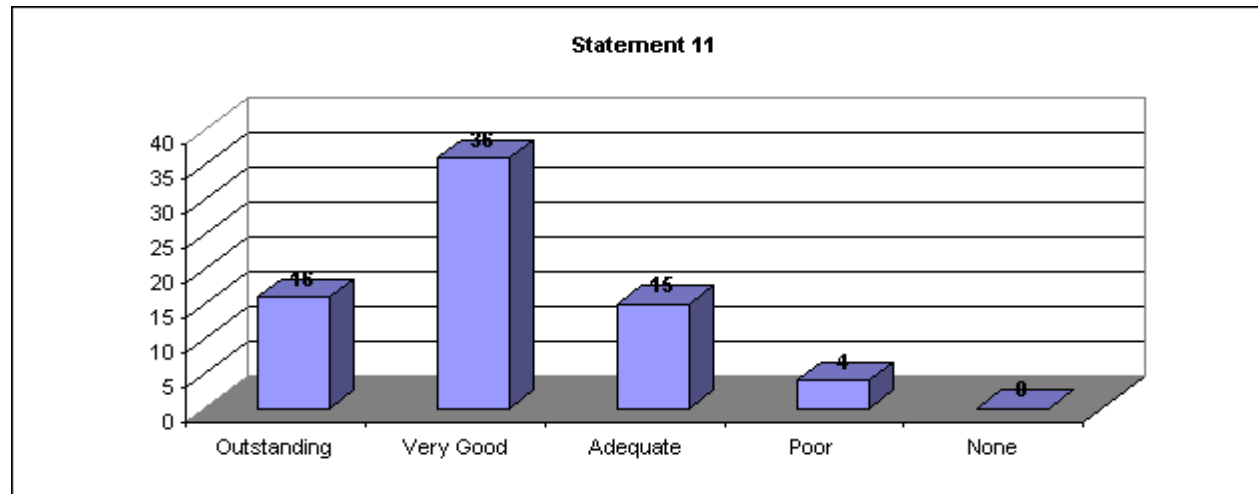


Statement 11

Support in developing ways to communicate effectively with students (e.g. how to make learning explicit; build rapport; support their learning).

First Placement (N = 71)

Ranking	No.	%
Outstanding	16	22.5
Very Good	36	50.7
Adequate	15	21.1
Poor	4	5.6
None	0	0

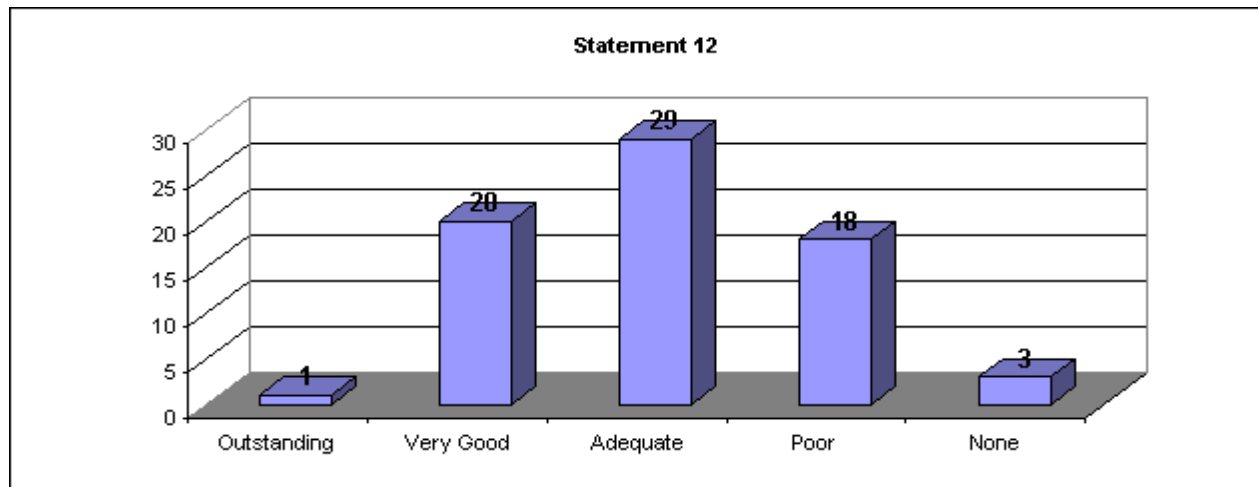


Statement 12

Support in developing ways to integrate an inquiry-based approach to learning in the classroom.

First Placement (N = 71)

Ranking	No.	%
Outstanding	1	1.4
Very Good	20	28.1
Adequate	29	40.8
Poor	18	25.3
None	3	4.2

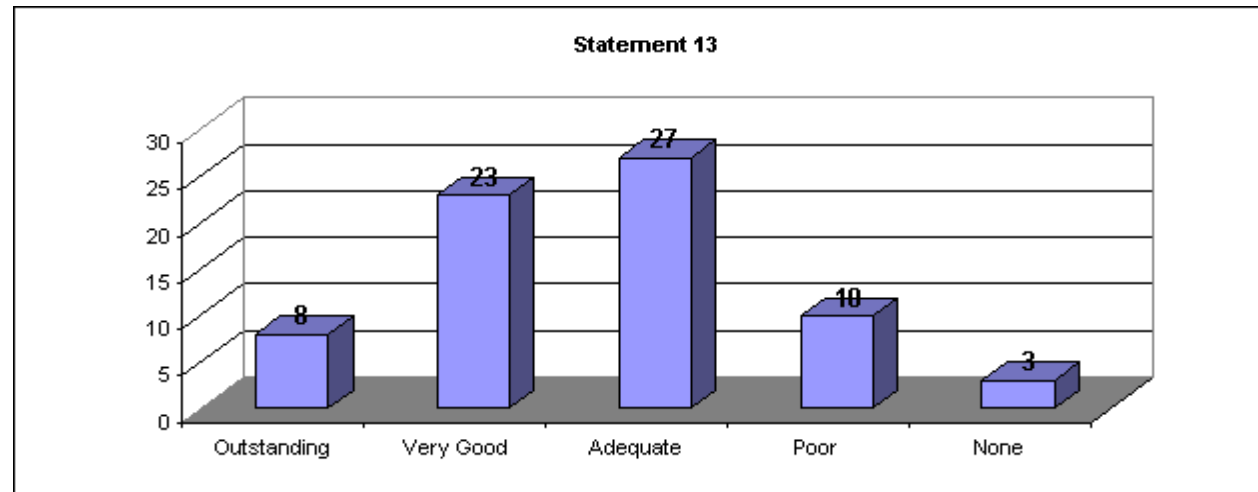


Statement 13

Support to develop strategies for reflection on professional knowledge and practice.

First Placement (N = 71)

Ranking	No.	%
Outstanding	8	11.2
Very Good	23	32.3
Adequate	27	38
Poor	10	14
None	3	4.2

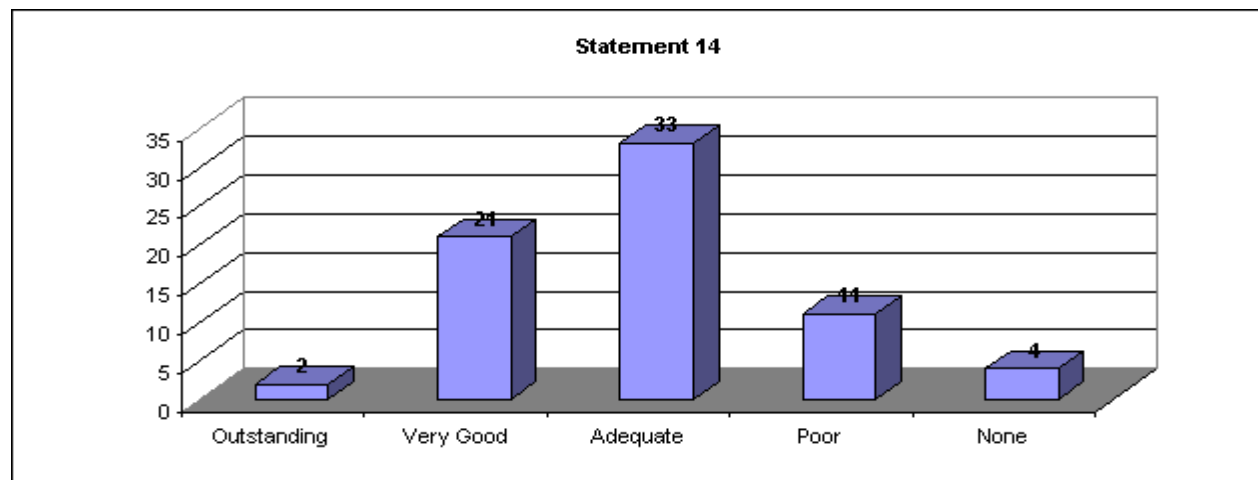


Statement 14

Assistance in developing skills to manage non-teaching duties effectively.

First Placement (N = 71)

Ranking	No.	%
Outstanding	2	2.8
Very Good	21	29.5
Adequate	33	46.4
Poor	11	15.4
None	4	5.6

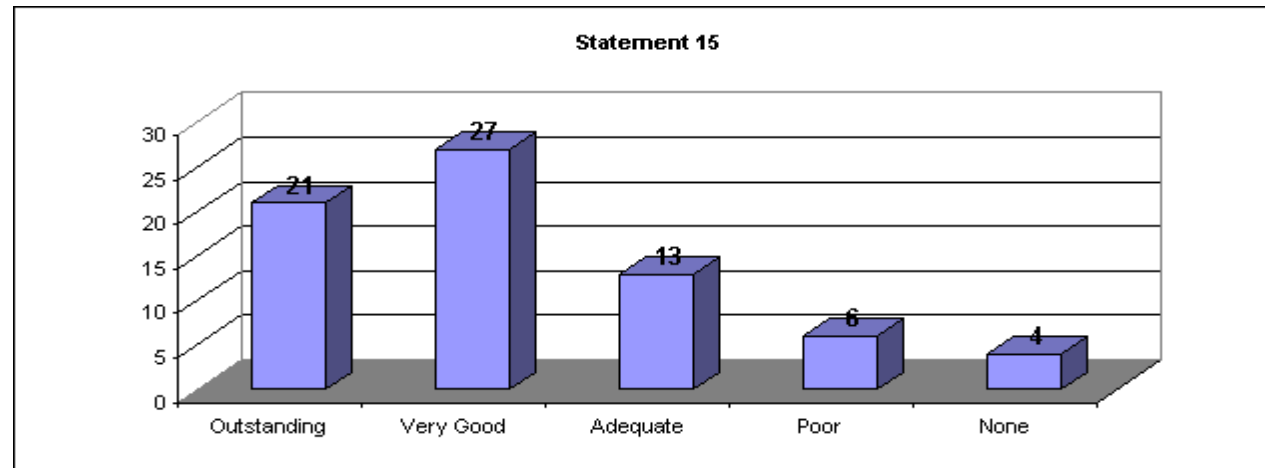


Statement 15

Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community.

First Placement (N = 71)

Ranking	No.	%
Outstanding	21	29.5
Very Good	27	38
Adequate	13	18.3
Poor	6	8.4
None	4	5.6

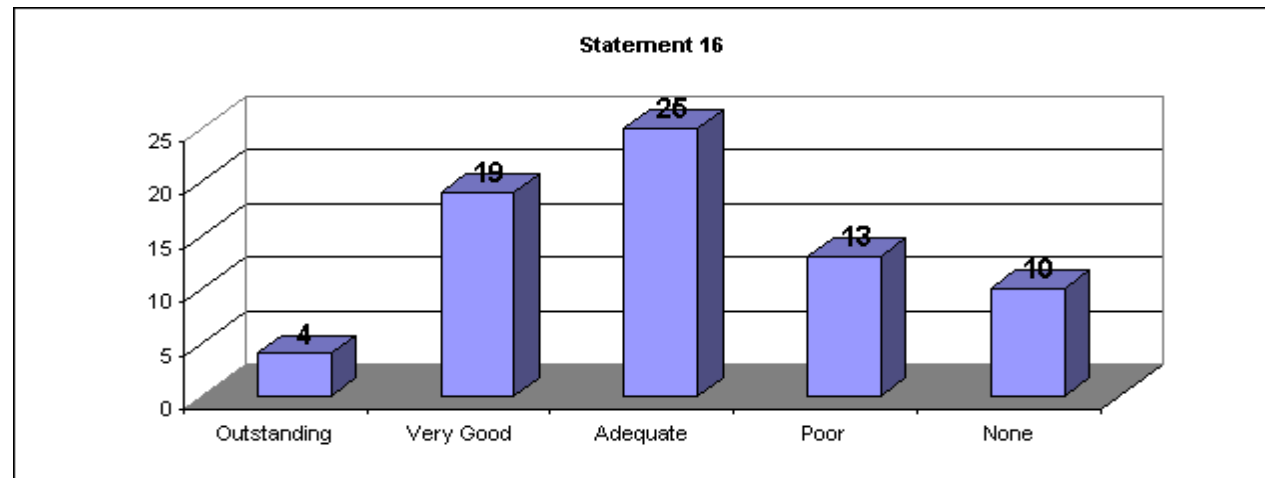


Statement 16

Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching.

First Placement (N = 71)

Ranking	No.	%
Outstanding	4	5.6
Very Good	19	26.7
Adequate	25	35.2
Poor	13	18.3
None	10	14

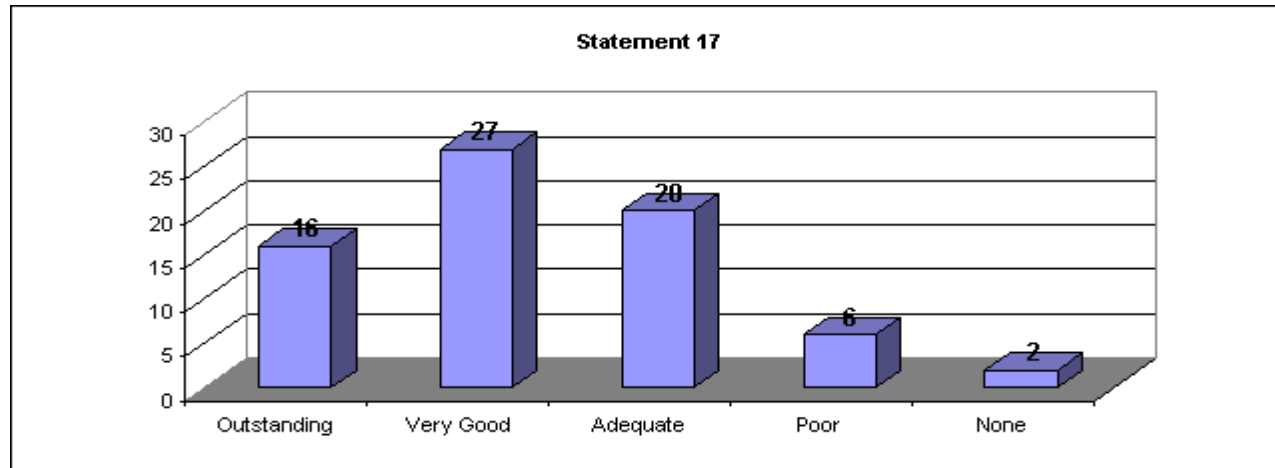


Statement 17

Opportunities to develop a sense of the integrity of the teaching profession.

First Placement (N = 71)

<i>Ranking</i>	<i>No.</i>	<i>%</i>
Outstanding	16	22.5
Very Good	27	38
Adequate	20	28.1
Poor	6	8.4
None	2	2.8



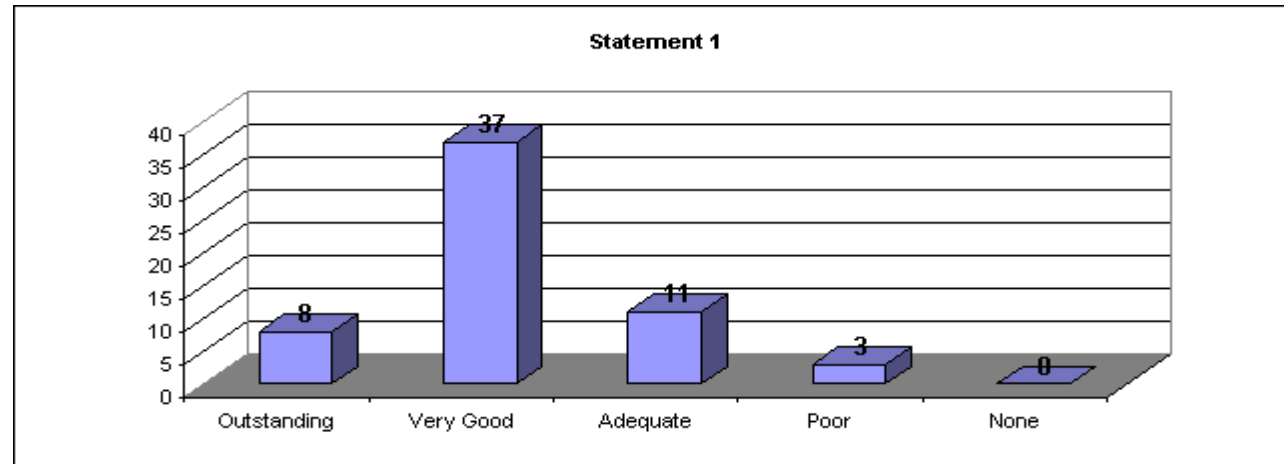
Appendix 4C: Ratings for final placement

Statement 1

Assistance to develop skills in program design, use of materials and resources in teaching.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	8	13.6
Very Good	37	62.7
Adequate	11	18.6
Poor	3	5.1
None	0	0

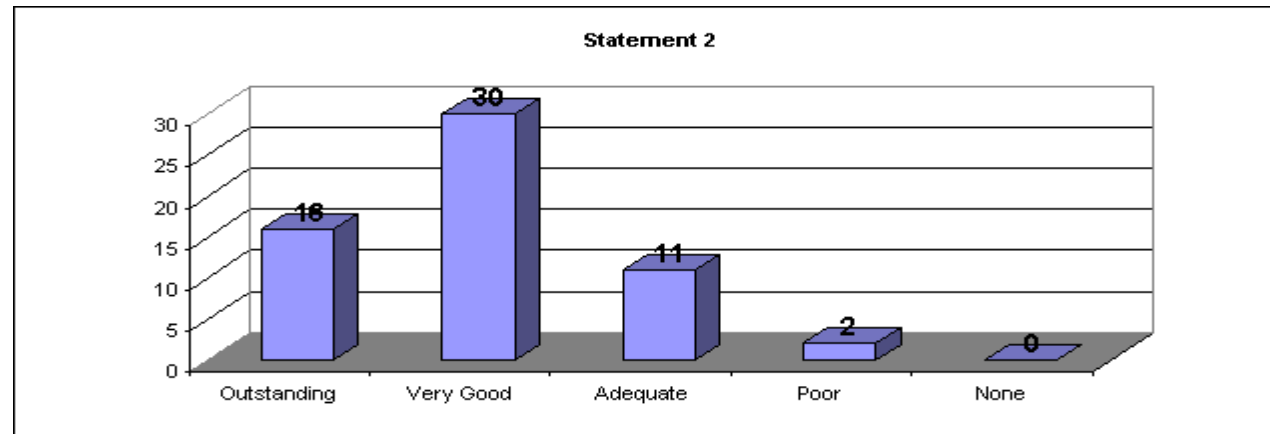


Statement 2

Encouragement to independently design and implement student centred learning.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	16	27.1
Very Good	30	50.8
Adequate	11	18.6
Poor	2	3.4
None	0	0



Statement 3

Opportunities to use a range of methodologies resources and technologies to support your teaching.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	12	20.3
Very Good	29	49.2
Adequate	14	23.7
Poor	4	6.8
None	0	0

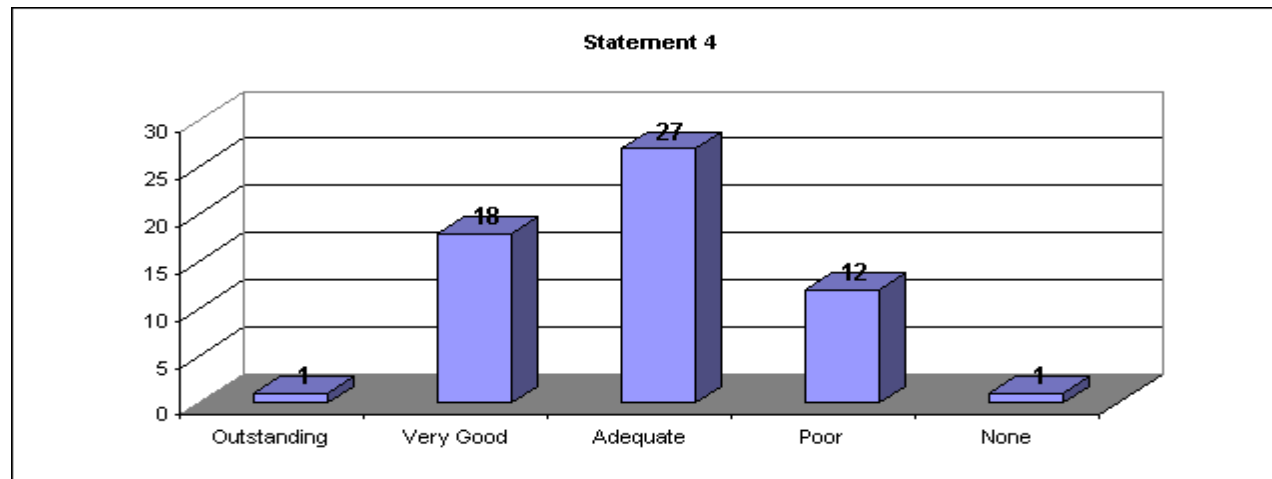


Statement 4

Help with familiarisation of curriculum statements, policies and programs associated to the areas you were teaching.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	1	1.7
Very Good	18	30.5
Adequate	27	45.8
Poor	12	20.3
None	1	1.7

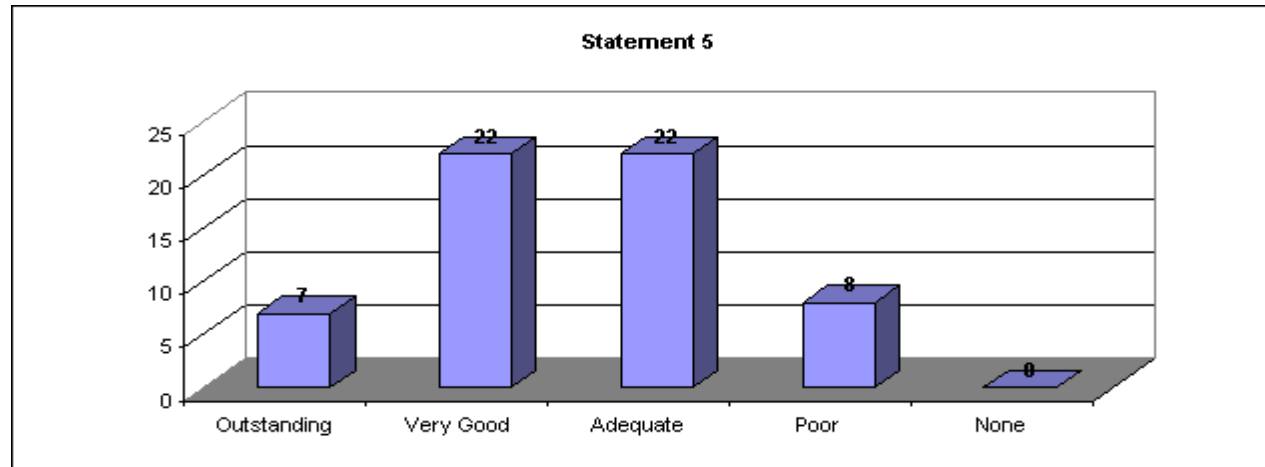


Statement 5

Support to help identify the prior knowledge and the learning strengths and weaknesses of students.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	7	11.9
Very Good	22	37.3
Adequate	22	37.3
Poor	8	13.6
None	0	0

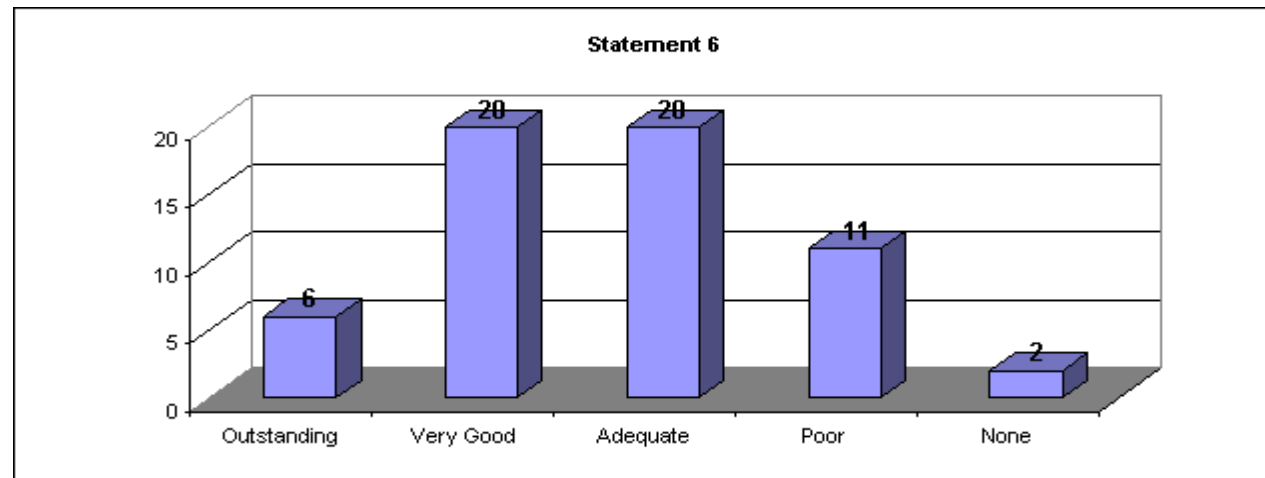


Statement 6

Help to learn how the cultural, religious and other sociological factors influenced student participation and learning in your classroom.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	6	10.2
Very Good	20	33.9
Adequate	20	33.9
Poor	11	18.6
None	2	3.4

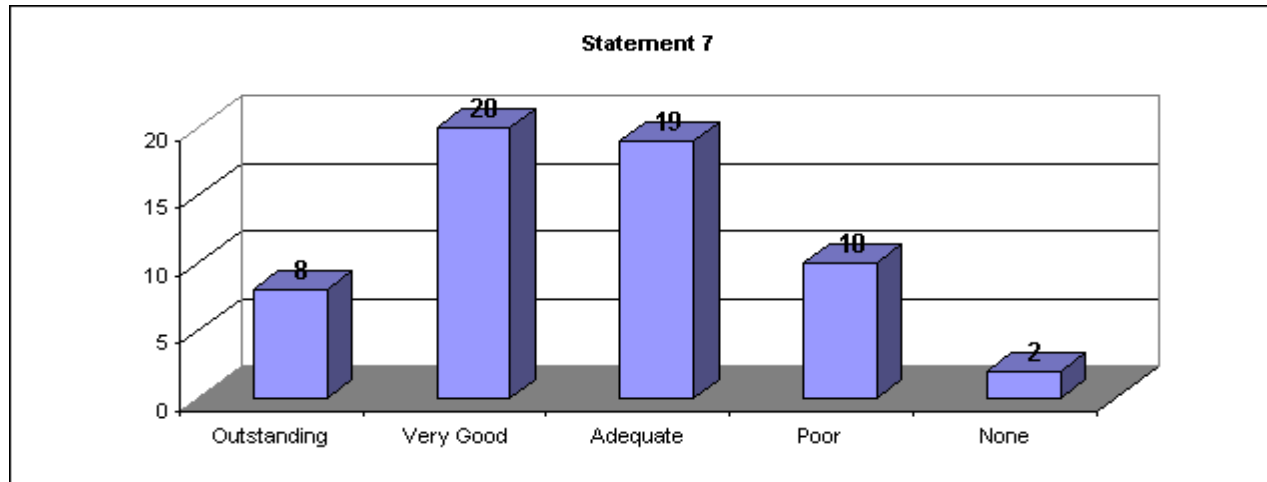


Statement 7

Collaboration for planning learning sequences and units using curriculum statements, frameworks and assessment structures.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	8	13.6
Very Good	20	33.9
Adequate	19	32.2
Poor	10	16.9
None	2	3.4

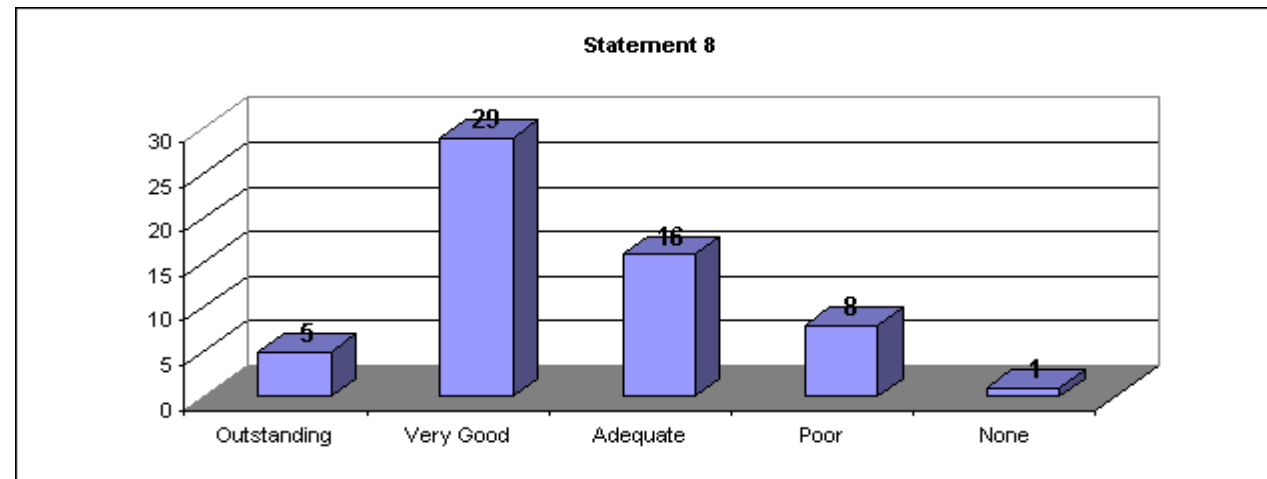


Statement 8

Help in how to establish clear, challenging and achievable learning goals for the range of abilities in your class.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	5	8.5
Very Good	29	49.2
Adequate	16	27.1
Poor	8	13.6
None	1	1.7

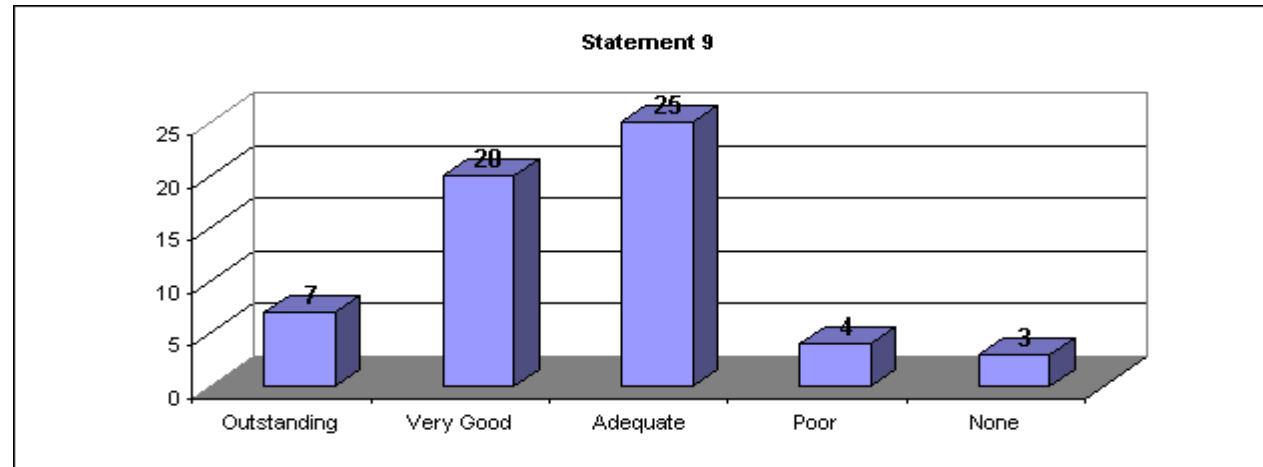


Statement 9

Support in the use & management of materials, resources & physical space of the school to establish a safe learning environment for all students.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	7	11.9
Very Good	20	33.9
Adequate	25	42.4
Poor	4	6.8
None	3	5.1

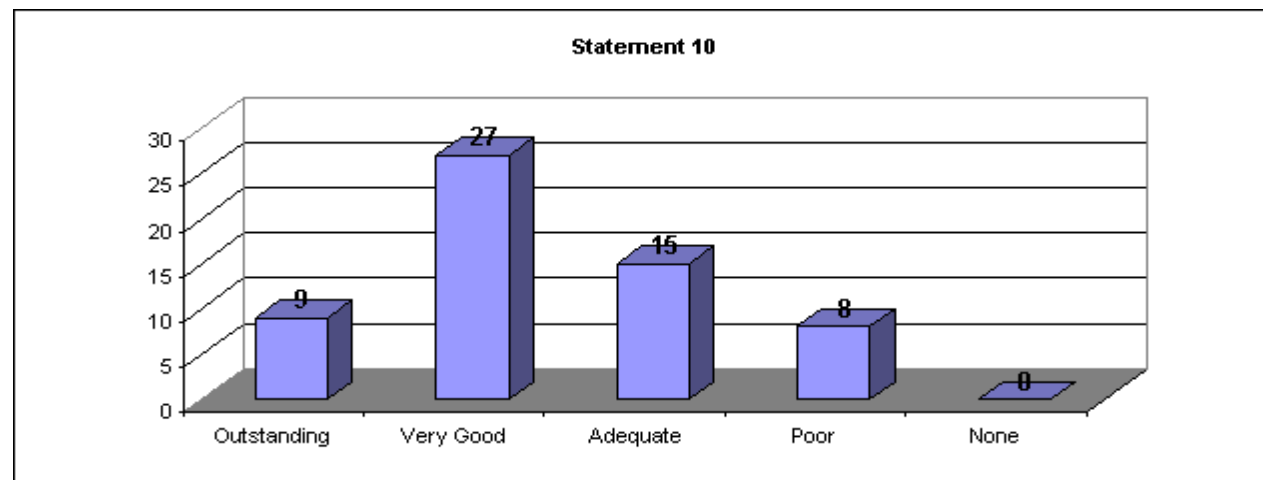


Statement 10

Support to establish and maintain clear and consistent expectations for behaviour in the classroom.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	9	15.3
Very Good	27	45.8
Adequate	15	25.4
Poor	8	13.6
None	0	0

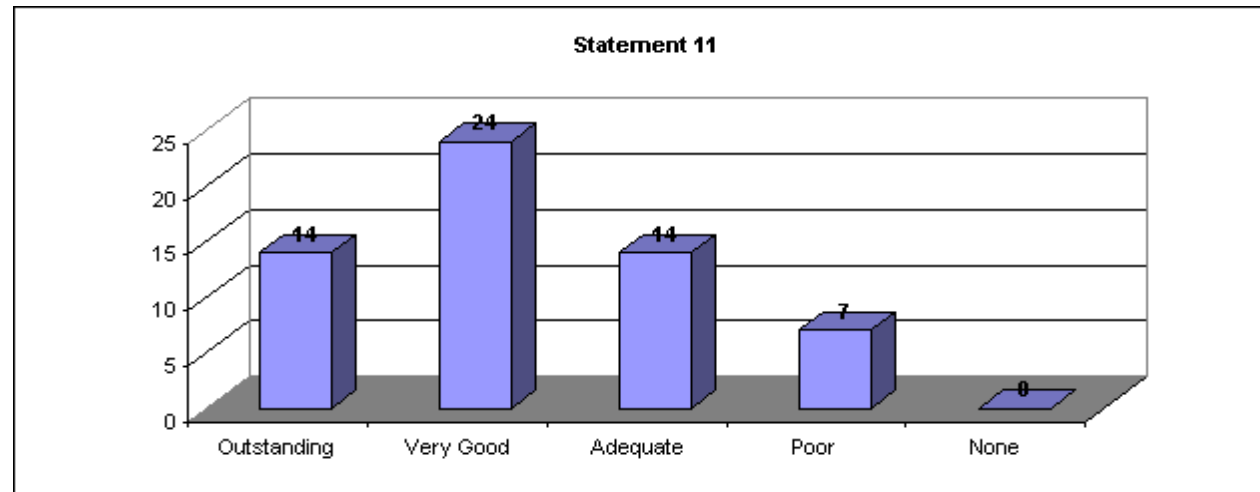


Statement 11

Support in developing ways to communicate effectively with students (e.g. how to make learning explicit; build rapport; support their learning).

Last Placement (N = 59)

Ranking	No.	%
Outstanding	14	23.7
Very Good	24	40.7
Adequate	14	23.7
Poor	7	11.9
None	0	0

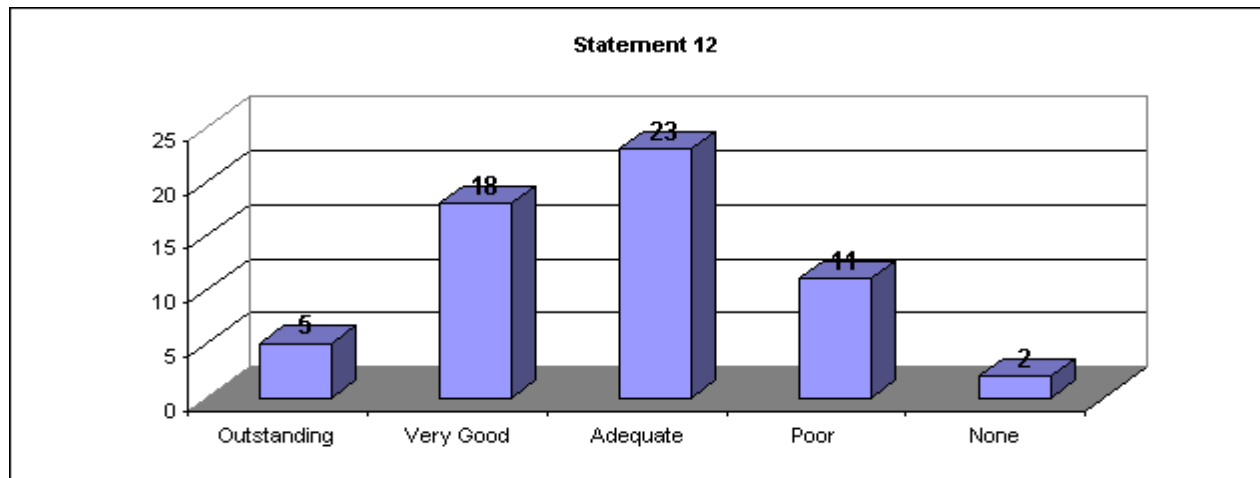


Statement 12

Support in developing ways to integrate an inquiry-based approach to learning in the classroom.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	5	8.5
Very Good	18	30.5
Adequate	23	39
Poor	11	18.6
None	2	3.4

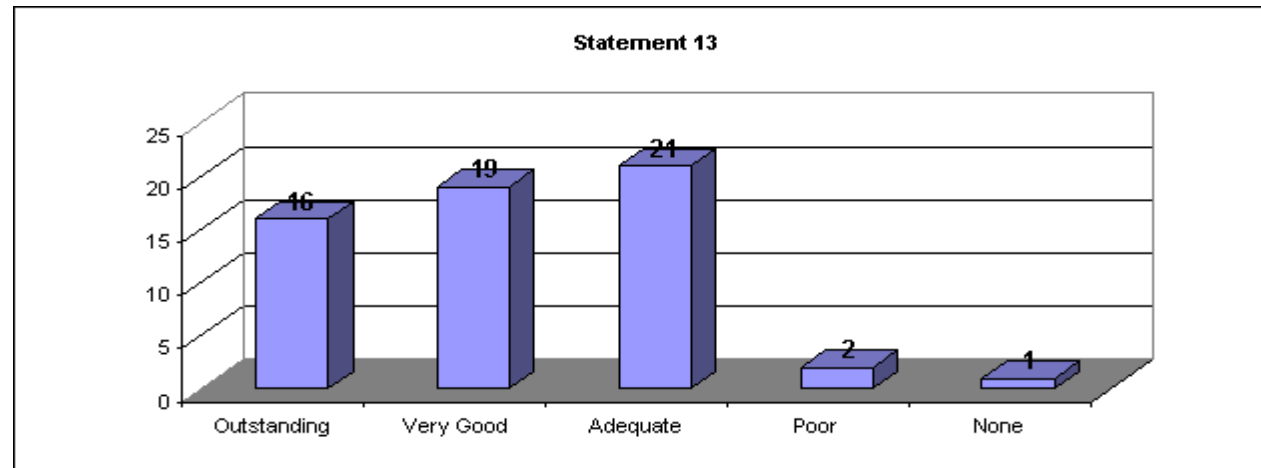


Statement 13

Support to develop strategies for reflection on professional knowledge and practice.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	16	27.1
Very Good	19	32.2
Adequate	21	35.6
Poor	2	3.4
None	1	1.7

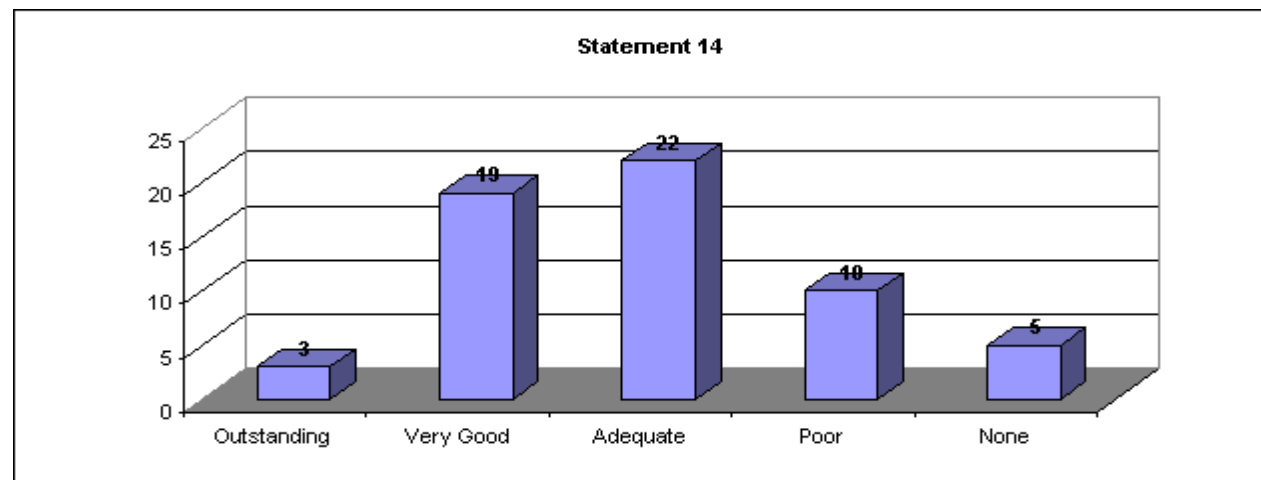


Statement 14

Assistance in developing skills to manage non-teaching duties effectively.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	3	5.1
Very Good	19	32.2
Adequate	22	37.3
Poor	10	16.9
None	5	8.5

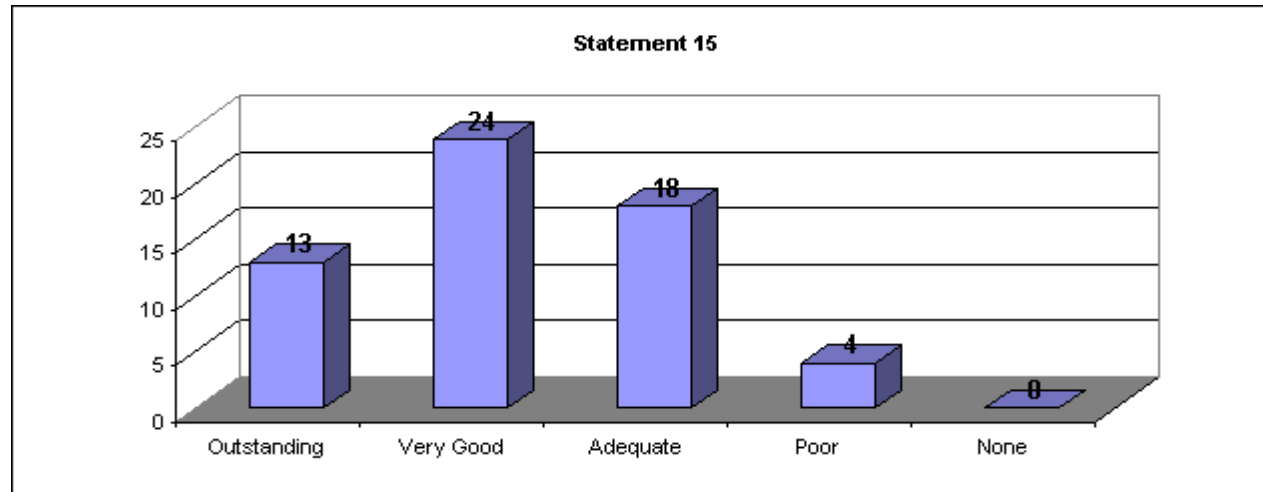


Statement 15

Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	13	22
Very Good	24	40.7
Adequate	18	30.5
Poor	4	6.8
None	0	0

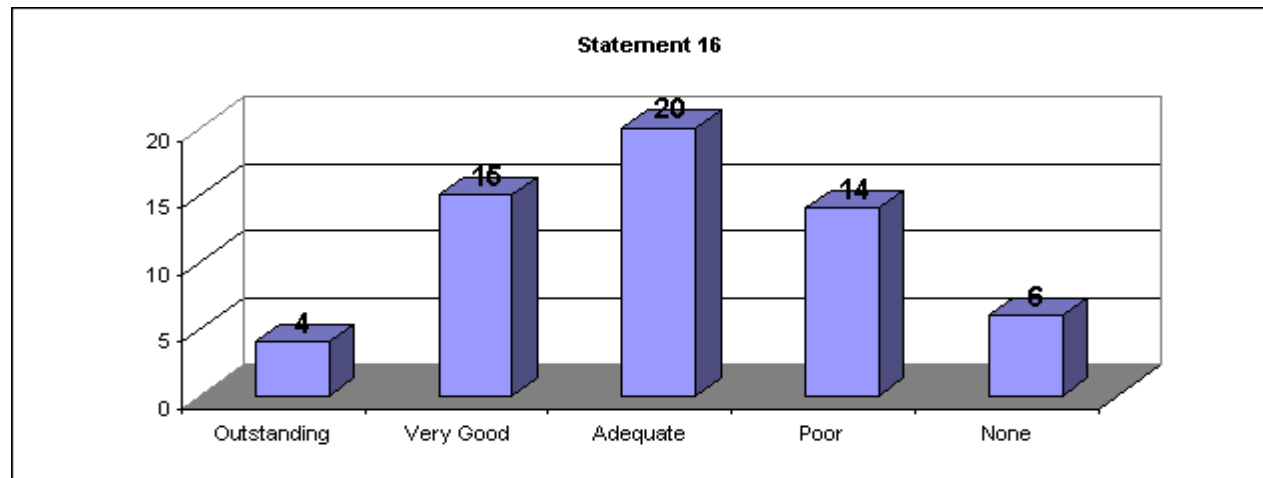


Statement 16

Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching.

Last Placement (N = 59)

Ranking	No.	%
Outstanding	4	6.8
Very Good	15	25.4
Adequate	20	33.9
Poor	14	23.7
None	6	10.2

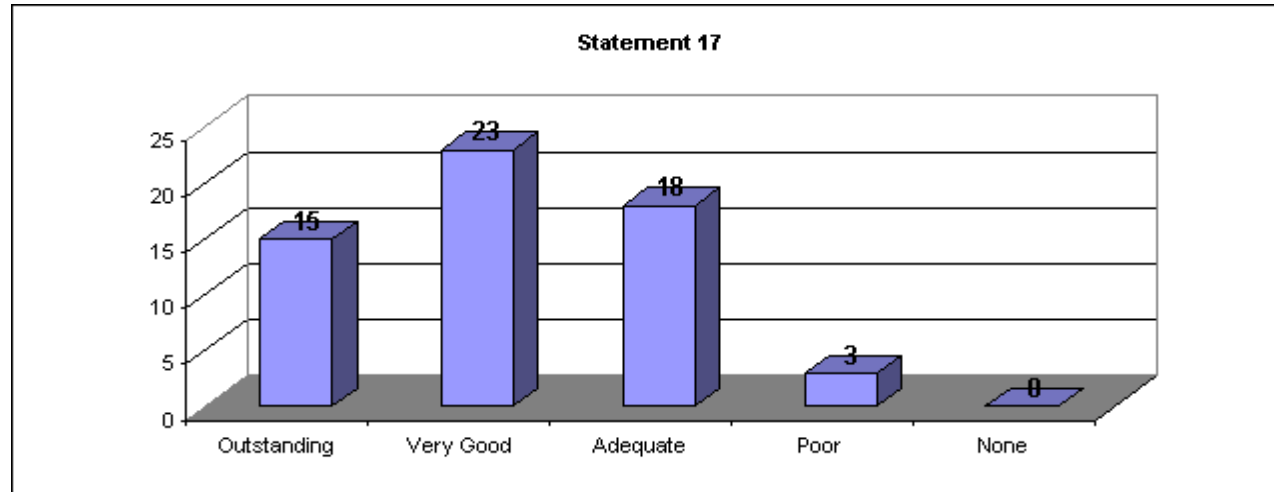


Statement 17

Opportunities to develop a sense of the integrity of the teaching profession.

Last Placement (N = 59)

<i>Ranking</i>	<i>No.</i>	<i>%</i>
Outstanding	15	25.4
Very Good	23	39
Adequate	18	30.5
Poor	3	5.1
None	0	0



Appendix 4D: Comparison of survey ratings for first and last placement

Professional Knowledge

Comparison of Statement 1

<i>Statement1: Assistance to develop skills in program design, use of materials and resources in teaching.</i>				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	2	2.8	8	13.6
<i>Very Good</i>	37	52.1	37	62.7
<i>Adequate</i>	24	33.8	11	18.6
<i>Poor</i>	6	8.4	3	5.1
<i>None</i>	2	2.8	0	0

Comparison of Statement 2

<i>Statement2: Encouragement to independently design and implement student centred learning.</i>				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	10	14	16	27.1
<i>Very Good</i>	38	53.5	30	50.8
<i>Adequate</i>	17	23.9	11	18.6
<i>Poor</i>	6	8.4	2	3.4
<i>None</i>	0	0	0	0

Comparison of Statement 5

<i>Statement 5: Support to help identify the prior knowledge and the learning strengths and weaknesses of students.</i>				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	3	4.2	7	11.9
<i>Very Good</i>	30	42.2	22	37.3
<i>Adequate</i>	29	40.8	22	37.3
<i>Poor</i>	8	11.2	8	13.6
<i>None</i>	1	1.4	0	0

Comparison of Statement 6

<i>Statement 6: Help to learn how the cultural, religious and other sociological factors influenced student participation and learning in your classroom.</i>				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	8	11.2	6	10.2
<i>Very Good</i>	18	25.3	20	33.9
<i>Adequate</i>	32	45	20	33.9
<i>Poor</i>	9	12.6	11	18.6
<i>None</i>	4	5.6	2	3.4

Comparison of Statement 16

<i>Statement 16: Opportunities to gain knowledge and practical experience concerning legal responsibilities for teaching.</i>				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	4	5.6	4	6.8
<i>Very Good</i>	19	26.7	15	25.4
<i>Adequate</i>	25	35.2	20	33.9
<i>Poor</i>	13	18.3	14	23.7
<i>None</i>	10	14	6	10.2

Professional Practice

Comparison of Statement 3

Statement 3: Opportunities to use a range of methodologies resources and technologies to support your teaching.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	8	11.2	12	20.3
<i>Very Good</i>	27	38	29	49.2
<i>Adequate</i>	29	40.8	14	23.7
<i>Poor</i>	7	9.8	4	6.8
<i>None</i>	0	0	0	0

Comparison of Statement 4

Statement 4: Help with familiarisation of curriculum statements, policies and programs associated to the areas you were teaching.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	3	4.2	1	1.7
<i>Very Good</i>	19	26.7	18	30.5
<i>Adequate</i>	33	46.4	27	45.8
<i>Poor</i>	15	21.1	12	20.3
<i>None</i>	1	1.4	1	1.7

Comparison of Statement 7

Statement 7: Collaboration for planning learning sequences and units using curriculum statements, frameworks and assessment structures.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	5	7	8	13.6
<i>Very Good</i>	23	32.3	20	33.9
<i>Adequate</i>	28	39.4	19	32.2
<i>Poor</i>	12	16.9	10	16.9
<i>None</i>	3	4.2	2	3.4

Comparison of Statement 8

Statement 8: Help in how to establish clear, challenging and achievable learning goals for the range of abilities in your class.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	4	5.6	5	8.5
<i>Very Good</i>	27	38	29	49.2
<i>Adequate</i>	27	38	16	27.1
<i>Poor</i>	10	14	8	13.6
<i>None</i>	3	4.2	1	1.7

Comparison of Statement 9

Statement 9: Support in the use & management of materials, resources & physical space of the school to establish a safe learning environment for all students.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	10	14	7	11.9
<i>Very Good</i>	36	50.7	20	33.9
<i>Adequate</i>	24	33.8	25	42.4
<i>Poor</i>	1	1.4	4	6.8
<i>None</i>	0	0	3	5.1

Comparison of Statement 10

Statement 10: Support to establish and maintaining clear and consistent expectations for behaviour in the classroom.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	12	16.9	9	15.3
<i>Very Good</i>	37	52.1	27	45.8
<i>Adequate</i>	20	28.1	15	25.4
<i>Poor</i>	2	2.8	8	13.6
<i>None</i>	0	0	0	0

Comparison of Statement 11

Statement11: Support in developing ways to communicate effectively with students (e.g. how to make learning explicit; build rapport; support their learning).				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	16	22.5	14	23.7
<i>Very Good</i>	36	50.7	24	40.7
<i>Adequate</i>	15	21.1	14	23.7
<i>Poor</i>	4	5.6	7	11.9
<i>None</i>	0	0	0	0

Comparison of Statement 12

Statement12: Support in developing ways to integrate an inquiry-based approach to learning in the classroom.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	1	1.4	5	8.5
<i>Very Good</i>	20	28.1	18	30.5
<i>Adequate</i>	29	40.8	23	39
<i>Poor</i>	18	25.3	11	18.6
<i>None</i>	3	4.2	2	3.4

Professional Engagement

Comparison of Statement 13

Statement 13: Support to develop strategies for reflection on professional knowledge and practice.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	8	11.2	16	27.1
<i>Very Good</i>	23	32.3	19	32.2
<i>Adequate</i>	27	38	21	35.6
<i>Poor</i>	10	14	2	3.4
<i>None</i>	3	4.2	1	1.7

Comparison of Statement 14

Statement 14: Assistance in developing skills to manage non-teaching duties effectively.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	2	2.8	3	5.1
<i>Very Good</i>	21	29.5	19	32.2
<i>Adequate</i>	33	46.4	22	37.3
<i>Poor</i>	11	15.4	10	16.9
<i>None</i>	4	5.6	5	8.5

Comparison of Statement 15

Statement 15: Opportunities to participate as a member of a professional learning community through engagement in the school or the wider community.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	21	29.5	13	22
<i>Very Good</i>	27	38	24	40.7
<i>Adequate</i>	13	18.3	18	30.5
<i>Poor</i>	6	8.4	4	6.8
<i>None</i>	4	5.6	0	0

Comparison of Statement 17

Statement 17: Opportunities to develop a sense of the integrity of the teaching profession.				
Ranking	First placement		Last placement	
	No	%	No	%
<i>Outstanding</i>	16	22.5	15	25.4
<i>Very Good</i>	27	38	23	39
<i>Adequate</i>	20	28.1	18	30.5
<i>Poor</i>	6	8.4	3	5.1
<i>None</i>	2	2.8	0	0

Appendix 5A: Areas of difficulty identified in the first placement

Key Themes in response to question about areas of difficulty	Key concerns and issues	Professional Standard
Ways to teach	<p>Lack of knowledge of ways to teach.</p> <p>Lack of knowledge of ways to group students.</p> <p>Inability to adapt teaching methods quickly to respond to situations.</p>	<p>Professional Knowledge 1</p> <p>Professional Practice 4</p>
Content knowledge	<p>Not being proficient in content they are required to teach.</p> <p>Lack of knowledge of resources appropriate to content they were required to teach.</p>	Professional Knowledge 2
Knowledge of students they are to teach	<p>Lack of knowledge of students prior to teaching.</p> <p>Information given is often unhelpful.</p> <p>Difficulty in using classroom dynamics and grouping strategies to support teaching.</p>	Professional Knowledge 3
Classroom management	<p>General unpreparedness.</p> <p>Classroom management issues considered to be “the most difficult thing”.</p> <p>Need to be better equipped with strategies before leaving university and commencing the placement.</p> <p>Need for a broader range of strategies e.g. how to motivate students.</p> <p>Deep feelings of uncertainty and being “thrown in at the deep end”.</p> <p>Need to manage levels of ability.</p>	<p>Professional Knowledge 3 &</p> <p>Professional Practice 5</p>

Key Themes in response to question about areas of difficulty	Key concerns and issues	Professional Standard
Coping with Diversity	<p>NESB students.</p> <p>Students with disabilities.</p> <p>Literacy issues.</p> <p>Coping with Diversity.</p>	Professional Practice 4 & 6
Learning Environment	<p>Framework for teaching already developed & classroom processes already organised.</p> <p>Lack of professional space in the classroom.</p> <p>Relationships in classes already established.</p> <p>Limited authority vested in the preservice teacher.</p> <p>Not being able to use their own teaching style.</p> <p>Expectation that they had to emulate supervising teacher.</p> <p>Inability to use the strategies learnt at university.</p> <p>Limited professional freedom e.g. difficulty expressing disagreement with supervising teacher and lack of clarity about what is permitted.</p>	Professional Practice 5
Awareness of school policies	<p>Knowledge of school.</p> <p>Knowledge about students.</p> <p>Duty of care.</p> <p>Discipline policy of the school.</p>	Professional Engagement 7
Professional relationships within the placement	<p>Limited professional respect for preservice teachers.</p> <p>Level of respect within the classroom environment dependent on the level of respect already established in the classroom.</p>	Professional Engagement 8

Appendix 8A: Email to principals

Practicum Partnerships Project
Exploring Models of Practicum Organization in Teacher Education for a
Standards-Based Profession.
Carrick/ALTC Funded Project: REF PP7-323

Dear Principal,

I am writing to request data regarding the cost of practicum placements in your school during 2008.

The *Practicum Partnerships Project* is a collaborative project designed to evaluate different organizational models of the practicum component of teacher education programs in Victorian secondary schools.

The project has collected data from a number of sources and your input is an integral aspect of the study. Please complete the survey at the URL below. The survey will be open for the next two weeks and will close on May 25th.

<http://www.edfac.unimelb.edu.au/curriculumpoliciesproject/SurveyOfPrincipals.html>

By completing the survey you are giving your consent to participate in the research however, you are able to withdraw from the study at any time. Full details of the project are outlined in the Plain Language Statement which can be found at

<http://extranet.edfac.unimelb.edu.au/attachment/CarrickALTC_PlainLanguageStatement.doc>

All data will be coded for analysis and stored at The University of Melbourne, which is the lead organisation for this project. Findings will be de-identified for reporting and no institution will be identified through the report. The project has HREC clearance at The University of Melbourne (HREC Number:0825027.1) and endorsed by the DEECD, CEO-M and all Victorian Universities.

Please note you do not need a password to enter the survey. Should you encounter problems accessing the survey or if you wish to discuss any aspect of the project feel free to contact either myself or Jayne Lysk on the contact details below.

Thanking you in anticipation

Renata Aliani

Renata Aliani

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Appendix 8B: Survey for school principals

Carrick Funded Project: REF PP7-323

This survey requests information about schools and preservice teacher school placements. Please provide answers to each question in the manner indicated.

1. School Details

a) Postcode:

b) Current student enrollment numbers:

c) School Sector:

Government

Catholic Education Office

Independent

2. Number of preservice teacher placements offered at your school (if known)

2006:

2007:

2008:

3. For the 2008 intake, which universities did the preservice teachers attend? (tick as many as appropriate)

Australian Catholic University

Ballarat University

Deakin University

Latrobe University (Bundoora)

Latrobe University (Bendigo)

Monash University

RMIT University

Victoria University

University of Melbourne

Other/s (please indicate)

4. Cost of the placement program

Please indicate the dollar amount of how much you **budgeted for** each of the following components of the preservice teacher placement program in 2008. Please indicate any **non-budgeted costs** for placements in 2008.

	Cost of placement	Budgeted?		Additional costs
a) Staff costs for coordinating placements with universities	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
b) Staff costs for coordinating placement activities within the school	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
c) Miscellaneous costs related to Teacher activities associated with placements	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
d) Preservice Teacher costs for teaching resources	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
e) Preservice Teacher costs for camps and excursions	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
f) Preservice Teacher costs associated with ICT support for the placement	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
Other (please indicate)	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>
g) <input type="text"/>	\$ <input type="text"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	\$ <input type="text"/>

Please add any other comments about the cost of the placement program here.

5. The role of the preservice teacher coordinator

In 2008, what staffing position or equivalent was allocated to the role of the school teacher coordinator?

a) Please indicate the staffing level of preservice teacher coordinator.

b) Did this position attract an additional responsibility allowance for the preservice teacher coordinator role?

Yes

No

c) On average, how much time was allocated each week to this position for the school teacher coordinator role?

staff hours per week

d) Does this staffing level and time allocation adequately support the placement load at your school?

Yes

No

Any further comments:

6. Please indicate whether staff at your school attended any of the following professional activities to support the preservice teacher placements in 2008.

a) In-school staff meetings

b) Workshops on supervision skills for preservice teachers

c) University sponsored training session related to placements

d) Other (please indicate):

7. Indicate the three most important factors you believe influence the number of preservice teacher placements at your school each year?

a) Commitment to building the profession

b) Staff wanting preservice teacher assistance in their classrooms

c) Heavy time demands for supervision of teachers

d) Quality of university management of placement process:

e) Quality of liaison by university with school

f) Costs related to supporting preservice teachers in placements

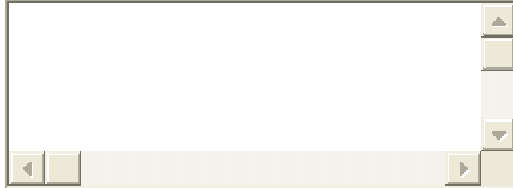
g) Costs related to school staffing for placement coordinator

h) School staff teaching workloads

i) Physical space needed by preservice teachers in the school

j) Model (pattern of placement days or block used by universities)

k) Please add comments to qualify your responses



8. Would you be prepared to discuss this further?

Yes No

Contact details

Telephone

Email

Thank-you for completing this survey.

Appendix 8C: Data from survey to schools

School details

Principals were asked to provide some general information about their school such as location, student enrolments and school sector.

Of the thirty-five responses received, 17 were from metropolitan schools whilst eighteen were from non-metropolitan ones and these included both rural schools and schools from large centres such as Geelong and Bendigo. The schools varied in size and their current student enrolments ranged from 191 to 1,853. Six schools had less than 500 students and their enrolments ranged from 191 to 485; the largest number of schools, a total of sixteen, had enrolments between 500 and one thousand and specific enrolments ranged from 506 to 970 students; and the last group of schools, a total of thirteen, had enrolments of over one thousand students ranging specifically from 1077 to 1853. Twenty-five responses were received from Government schools, seven responses were from the Catholic Education sector and three were Independent schools. Table 8.1 illustrates where schools were located, their enrolments and sector.

Zone		Enrolments		School Sector	
Metro	17	Below 500	6	Government	25
Non Metro	18	500-1000	16	Catholic	7
		Above 1000	13	Independent	3

Table 8.1 School details

Number of preservice teacher placements offered

The second section in the survey requested principals to state the number of preservice teacher placements offered at their school in 2006, 2007 and 2008.

Four schools provided no information and the number of placements offered at the remaining thirty-one schools ranged from 1 placement to sixty. Four schools mentioned they offered placements to less than ten preservice teachers; the number of placements in seven schools was in the tens while in eleven schools the number of placements offered was in the twenties. Only three schools offered placement numbers above this, with two schools offering placements in the high thirties and forties and the third school offering placements ranging, over the three years, from fifty-one to sixty.

Smaller schools offer fewer placement opportunities than schools with higher enrolment but this is not always the case. For example, one school with an enrolment of only 191 students consistently offered ten placements whilst another school with an enrolment of 450 students increased placement offerings from ten to twelve over the three years. On the other hand, two schools with over one thousand student enrolments offered only four or five placement in 2008.

Apart from the two exceptions mentioned above, schools that had below 500 student enrolments generally offered between one and seven placements. Placement offerings in schools where student enrolments were below one thousand had the largest range of placement offerings, spanning from four placements to thirty-nine. With the exception of the three cases mentioned above, schools with over one thousand student enrolments offered high number of placements ranging from fifteen to sixty.

Providers attended by the 2008 intake of preservice teachers

Principals were asked to identify the number of higher education providers the 2008 intake of preservice teachers attended from the list of nine providers included in the survey. Other providers could be added if required.

Only one school stated the preservice teachers at their school all came from a single provider. The responses from the other thirty-three schools indicated that schools provided placements for preservice teachers from two to eight settings. Six schools also indicated some of the preservice teachers in the 2008 intake came from rural, interstate and international providers. For example the additional providers indicated by schools were Charles Sturt University (NSW); Gordon TAFE (Geelong); Latrobe University (Albury Wodonga); University of Iowa; University of Minnesota (US); University of New England (NSW); University of Notre Dame (WA).

While some schools with enrolments above one thousand appear to receive students from a greater number of providers and the school which received preservice teachers from only one provider did indeed have enrolments below five hundred, this trend does not always seem to apply. The location of the school might have an impact on the number of Higher Education Providers from which each school accepts preservice teachers.

Cost of placement program

The fourth section in the survey required principals to provide details about the cost of the placement program. Six components were identified and principals needed to indicate the amount which had been budgeted for but also stipulate any non-budgeted costs incurred for placements in 2008.

Nine of the thirty-five respondents included no information about the cost of the placement to the school and sixteen stated they had not budgeted for or incurred any additional costs.

The remaining ten respondents provided figures about the cost of the placement and whether this cost had been budgeted for or not and also if additional costs had been incurred and a summary of this information is provided below.

Although provision was made for principals to add other aspects of the placements which may have had a budgeted or non-budgeted cost attached to them, none of the respondents included other costs to the information provided.

Staff costs for coordinating placements with Higher Education Providers

Four principals stated their school had budgeted for this component of the teacher placement program in 2008, two had budgeted five hundred dollars, one five thousand dollars and the fourth put the cost of the placement at \$8,582.

Staff cost of coordinating placement activities within the school

The same four schools also mentioned there had been costs linked to staff members' coordination placement activities within their school but, while three had budgeted for the amount of \$500, the fourth school put this cost at \$5000 and suggested this cost had not been budgeted for in the 2008 placements.

Miscellaneous costs related to teacher activities associated with placements

Five schools disclosed there had been assorted costs related to teacher activities. Whereas four of these schools had included the costs which ranged from twenty-five dollars to four hundred dollars in their budgets, one school mentioned they had not budgeted for this component and the costs incurred was one thousand dollars.

Preservice teacher costs for teaching resources

Four schools believed they had incurred costs linked to teaching resources for preservice teachers. Two schools had budgeted \$20 and \$200 respectively whilst two schools had not included this cost in their budget and the amounts mentioned were \$300 and \$ 2000.

Preservice teacher costs for camps and excursions

When it came to camps and excursions, only three schools had incurred some costs. Two schools mentioned an amount of \$500 which in one instance was budgeted for but in another case was not and the third school specified \$100 but did not stipulate if this amount had been budgeted for or not.

Preservice teacher costs associated with ICT support for placement

Only one school indicated that it had incurred costs of \$225 in this component of the 2008 placements and this amount had not been included in the school's budget.

Role of the preservice teacher coordinator

The next section in the survey asked respondents to provide a range of information about the role of the teacher coordinator.

The majority (49%) of staff assigned to this position was in the principal class. Of the remaining five were leading teachers and six were expert teachers. One accomplished, one graduate and one teacher level 1-12 were also indicated. Four responses indicated "other" and did not specify. In 27 cases, the preservice teacher coordinator position did not attract an additional responsibility allowance.

Although four respondents did not provide details about the time allocated each week to the position, the information supplied by the remaining thirty principals seems to suggest that this time ranged from approximately 10 minutes to five hours per week. In seven schools the average time allocated to this position was less than one hour, in eight schools the coordinator assigned an average of one hour per week to the position, four schools allocated between one and two hours per week and in five schools the time devoted was two hours per week. Three schools mentioned the average time was three hours per week while two schools dedicated four hours weekly and one principal suggested this time varied from week to week. Table 8.2 illustrates the time schools devote to the role of teacher coordinator.

<i>Time allocated each week to the school teacher coordinator role</i>									
Time	Under 1 hour	1 hour	1-2 hours	2 hours	3 hours	4 hours	5 hours	Varies	Not Stated
Schools	7	8	4	5	3	2	1	1	4

Table 8.2 Time allocated to coordinator role

Whilst three principals did not state whether the staffing level and time allocation adequately supported the placement load at their school, of the remaining thirty-two responses, twenty believed this was adequate and twelve considered the allocation was inadequate.

Nine principals provided further comments about the role of the school teacher coordinator and they are included below:

- *Fortunately the supervising teachers take on most of the responsibility so there is some coordination at beginning and end of rounds plus catch up during. This role is, of course, more difficult when problems arise with the preservice teacher. Also once forms for payment has been filled out the coordinator does not necessarily know if payment has gone through so there can be some chasing about then.*
- *Practicum teachers come under the responsibilities of the Daily Organiser (POL 1). But this is only one of many responsibilities assigned to this role. The only direct compensation to the Co-ordinator is paid by the University at \$1.30 per student teacher per day.*
- *One works until the job is done.*
- *This position was a task within the role of staff development and induction which had a per diem allowance of 4 periods per week.*
- *The time 'allowance' in part c (above) is an estimate. Time allowances within schools are generally insufficient for associated tasks -additional work in private time is often required.*
- *Supervising teachers put more hours in, dependent on people involved.*
- *It is as much time as can be allocated with competing needs for time allowances outside face-to-face teaching.*
- *We run an hour long induction program for all preservice teachers. They are provided with materials about the College, about their placement, about the western metro region and Sate Education in general. They are also given a brief overview of VIT registration requirements. All preservice teachers are allocated according to method areas but also allocated to supervisors who are in leadership roles so that a broader and richer experience can be obtained.*
- *It usually does, but there are peaks of demand and each student teacher comes with their own needs for varying levels of support - which can take more time.*

Professional activities attended by staff

The sixth section of the survey required principals to indicate if staff at their school had attended professional activities to support preservice teacher placements. Three activities were listed and there was provision for the respondents to include other activities.

Whilst principals at seven schools did not provide any information in this section and six stated that *nothing specifically related to supervising student teachers* had been undertaken, it appears that a number of teachers at different schools attended professional development activity because principals suggested that staff at fourteen schools attended meetings, teachers at nine schools participated in training activities and teachers at three schools took part in workshops.

Eight principals listed other activities the staff at their school had participated in to support the preservice teacher placement in 2008 and their comments are listed below:

- *As mentors for preservice teachers in application writing and interview process for (named provider).*

- *Information given by co-ordinator of students, and in association with uni personnel.*
- *No professional activities are undertaken by supervising teachers or the co-ordinator of teacher practice. Experienced teachers are used along with literature supplied by the teaching universities.*
- *One-to-one briefings with in-school coordinator.*
- *Only when it has been a requirement from the university.*
- *Our staff all had discussions with the coordinator about expectations before the preservice teacher arrived.*
- *Supervisors tend to work closely with the preservice teachers once they have arrived. We have not sent any supervisor to training. It is always good when the preservice teacher can come for a couple of hours before they start to meet the supervisor and look at content - it generally makes for a smoother start.*
- *Two teachers attended a training session.*

Factors influencing provision of placements

The next section in the survey required principals to identify the three most important factors that, according to them or their staff, influenced the number of preservice teacher placements at their school.

The three factors which scored the highest number of responses were Factor A: Commitment to building the profession (66% of respondents), Factor H: School staff teaching workloads (54% of respondents). Factor C: Heavy time demands for supervision of teachers (34% of respondents). Other responses, in order were: Quality of provider management (26%); Staff wanting preservice teacher assistance in their classrooms (23%); Physical space needed by preservice teachers in the school (20%); and Costs related to supporting preservice teachers in placements (6%). No responses were recorded for Quality of liaison by provider with school; Costs related to school staffing for preservice teacher coordinator, or the Model (pattern of placement days or blocks used by providers).

Fifteen principals included further comments to qualify their responses and they have been included below:

Commitment to building the profession

- *Having preservice teachers in the school is also a good way of looking at the up-coming cohort of graduate teachers. There have been times when we have employed very good student teachers as graduates.*
- *The quality (training, commitment and capacity) of the preservice teacher is a critical component.*
- *We are very selective in which teachers we ask to supervise student teachers, so that does limit how many we can take. We balance expertise against the extra duties so many experienced staff have.*
- *As the placement coordinator in my setting, I was able to expand the College intake because I had the support of College principal and college staff. I also have a strong belief that it is important to foster the growth of the profession, and that can only be done if preservice teachers have valid and robust experiences in school settings.*
- *The remuneration offered to supervising teachers is not enough to be a motivating factor, it runs on goodwill currently.*
- *Other important factors include opportunity to identify quality prospective graduate employees.*

Heavy time demands for supervision of teachers

- Availability of placements is informed by staffing supervisor's need to be familiar with school and Victorian context before

Quality of university management of placement process

- Structure is important to us because we are a small school

Costs related to supporting preservice teachers in placements

- It is difficult to get students to country areas. Many Universities do not support them coming to the country and we are aware of a number that actually do not allow them to come!
- The distance of [our school] to student place of residence would also be a factor in students who choose to come to [our town].

School staff teaching workloads

- Taking students. Staff of less than 3 years teaching experience are not generally used for supervision
- It is difficult to find supervisors when the staff is mainly graduate teachers.
- We employ a very [high] percentage of part-time teachers - hard to place students with these members of staff

Model (pattern of placement days or block used by universities)

- Some blocks are quite long, for instance 8 weeks. Concerns can arise about a class having an unknown identity for eight weeks - again this is mainly a concern if issues with preservice teacher arise.

Subject areas

- Another reason is the subject availability at the school. Some practicum subjects are not available at the school.

Further discussion

A total of twenty-four respondents were willing to discuss further the comments made in their survey and this should be followed up in future.

Appendix 9A: Draft recommendations for discussion at summit meeting

Draft Recommendation 2.1: That the VIT develop a project with higher education providers to support the development of a deeper understanding about the types of experiences that support the achievement of the VIT Professional Standards for Graduating Teachers.

Draft Recommendation 2.2: That the VIT and higher education providers establish a research project designed to identify the pedagogical processes needed to support acquisition of Standards-based teaching attributes.

Draft Recommendation 2.3: That all teacher education providers develop a glossary of terms for schools and preservice teachers for inclusion in documentation related to school placements. The glossary of terms should refer to the terminology used in the VIT Professional Standards of teaching and clarify the roles and responsibilities of all participants in the placement.

Draft Recommendation 3.1: That the VIT ensure all accredited teacher education programs demonstrate processes that establish a link between the Professional Standards, program philosophy, academic content and teaching practices.

Draft Recommendation 3.2: That all higher education providers and schools participating in preservice teacher placement programs conduct an audit of the procedures and processes supporting placements.

3.2.1 Higher education providers should audit:

- the quality of the organisational and academic support provided to placements
- communications with preservice teachers, schools and supervising teachers
- the purpose, form and quality of information regarding the goals of the placement and how these are to be achieved
- the design of the placement program, and how it promotes integration of academic content with practical teaching experience
- the assessment of practicum requirements to ensure they align with program philosophy and the VIT Professional Standards for Graduating Teachers
- the timing of placements to ensure they provide teaching experiences in the senior school years for preservice teachers
- the length of placements to ensure they are long enough to provide high quality professional learning experiences for preservice teachers.

3.2.2 Schools should audit:

- the communication and organisational processes in the school for the support of placements
- the commitment of the school to providing high quality placements including attention to the workloads of supervising teachers to ensure there is time for them to meet with preservice teachers
- procedures to ensure placements are supported by high quality mentors who understand the developmental needs of preservice teachers and who are able to use evidence-based strategies to support this development.

Draft Recommendation 3.3: That the VIT collaborate with higher education providers to develop a preservice teacher mentor program for supervising teachers.

Draft Recommendation 3.4: That higher education providers ensure there is an opportunity for preservice teachers to experience an autonomous teaching experience in the final placement of all teacher education programs.

Draft Recommendation 4.1: That VIT commission a study aimed at understanding how knowledge related to the professional standards can be explicitly supported through the academic and practical components of teacher education programs.

Draft Recommendation 4.2: That higher education providers review ways in which the practicum component of teacher education programs can align more strongly with the Professional Standards for Graduating Teachers.

Draft Recommendation 5.1: That the VIT support research with higher education providers that is focused on the construct of learning that is applied in the practicum component of teacher education programs.

This research should examine:

- procedures for preparation of preservice teachers for the placement experiences
- the nature of the learning experience and how supervising teachers can engage with preservice teachers to provide co-constructed learning experiences that are framed by professional knowledge and dispositions
- processes that ensure that preservice teachers have adequate knowledge about the students they teach prior to taking responsibility for teaching whole classes

And,

- increasing the links between the placement experience and the academic content of programs to create more informed knowledge about the application of pedagogy.

Draft Recommendation 5.2: That VIT and higher education providers develop a more coherent framework for professional learning targets in placements and that this include consideration of the manner and type of feedback provided to preservice teachers during placements, to help them to actively employ the professional standards to make judgements about their development in teaching.

Draft Recommendation 5.3: The roles and responsibilities of all participants e.g. supervising teachers, preservice teachers, personnel from providers and school based practicum coordinators be defined to clarify how preservice teachers can expect to obtain feedback, on what elements of teaching this feedback is given and how they can be given greater independence and professional status in the final stage of their placement.

Draft Recommendation 5.4: Higher education providers examine ways to create regular de-briefing sessions with preservice teachers during and at the end of placements, to create a more coherent professional learning experience.

Draft Recommendation 5.5: Higher education providers review issue of classroom management and discipline is taught and reinforced alongside the practicum component and throughout the teacher education program.

Draft Recommendation 5.6: Schools review how they introduce preservice teachers to policies and procedures to ensure there is a formal introduction to relevant policies for all placements.

Draft Recommendation 6.1: VIT and higher education providers develop a major review of guidelines for teacher performance assessment which is referenced against the Standards for Graduating Teachers for use in teacher education programs.

This review should:

- identify formative and summative assessment criteria that more closely reflect the professional standards for graduating teachers
- develop greater consistency between the criteria used for formative and summative forms of assessment and improve links between the feedback on development and performance assessment for initial teacher development
- develop instruments to improve the consistency of assessment by different assessors (usually supervising teachers in schools) and to benchmark assessments used across different teacher education programs; and
- create closer links between the assessment of beginning teaching with the professional standards for teaching.

Draft Recommendation 6.2: VIT and higher education providers should improve the professional dialogue within the teaching profession about the issues raised in this report about assessment and reporting in teacher education programs.

Draft Recommendation 7.1: Higher education providers should review how practicum is supervised and work with supervising teachers to establish greater consistency between the practical and theoretical parts of the teacher education programs.

Draft Recommendation 7.2: Higher education providers should review how well the academic elements of programs and the requirements and supervision processes in the practicum component of teacher education courses supports learning that reflects the Professional Standards for Graduating Teachers.

Draft Recommendation 7.3: Higher education providers should review the process of supervision to determine how the placement experience can be revived from an apprenticeship to a classroom teacher to an applied study of effective teaching that is mentored by expert teachers.

Draft Recommendation 8.1: That the commitment and resources provided by schools to preservice teacher placements be acknowledged. Schools need a staffing entitlement of approximately 0.1 EFT for coordination of placements for preservice teacher education.

Draft Recommendation 8.2: That the workload of teachers in schools be adjusted to accommodate the responsibility of supervision of preservice teacher placements.

Draft Recommendation 8.3: That higher education providers contribute to a reduction in the workload and complexity of supervision tasks by jointly working towards greater consistency in terminology and requirements included in the documentation they supply to supervising teachers. (This also relates to Draft Recommendation 2.3.)

Appendix 9B: Attendance and apologies at summit meeting

Attendees

Association of Independent Schools
Adam Usher

Australian Catholic University
Marie Emmitt, Madeleine Leming

Australian Education Union (AEU)
Carolyn Clancy, John Graham

Bayside College
Clive Quick

Catholic Education Office (CEO)
Judy Connell, Catherine Henbest, Susan Nikakis

Christian Brothers' College
Peter Kelly

Deakin University
Mary Dixon, Prue Jolley

Department of Education and Early Childhood Development (DEECD)
Chantal Arulanandam, Ian Dawes, Jodie Edenjones, Peter Godden, Elvira Vacirca

Eltham High School
Hermina Burns

Gladstone Park Secondary College
Michael Jaques

La Trobe University
Jan Alexander, Peter Cox, Helen Eyre, Tricia McCann, Caroline Walta

Lilydale High School
Johanna Walker

McClelland College
Cec Bailey

Monash University
Debbie Corrigan, Susan Kenton, Joce Nuttall, Geoff Romeo

Packenham Hills Primary School
Dale Hendrick

RMIT
Julie Faulkner, Josephine Lang

Tabor Victoria
Rika Mason

Teach for All
Emily Preston

University High
Amanda Watson

The University of Melbourne
Renata Aliani, Melody Anderson, Rae Bernaldo, Odette Bradica, Margaret
Callingham, Kim Dang, Mary Learmonth, Nigel Lutersz, Ray Misson, Veronica
Plozza,
Catherine Reid, Terry Roach, Rannah Scampolino, Christine Ure

University of Tasmania
Elaine George

Victorian Association of State Secondary Principals (VASSP)
Brian Burgess

Victoria University
Bill Eckersley, Julie Matthews

Victorian Institute of Teaching (VIT)
Lynne Baker, Diane Bourke, Barbara Carter, Kevin Gardiner, Ruth Newton

Apologies

Deakin University
Alan Marshall

Department of Education and Early Childhood Development (DEECD)
Jim Tangas

La Trobe University
Christine Bottrell

The University of Melbourne
Jayne Lysk

Victorian Institute of Teaching (VIT)
Andrew Ius