

LIST OF APPENDICES

	Page
1. Teacher Training Project Questionnaire (includes Teaching Style Inventory and Role Norm Inventories).	1
2(a). Follow-Up Survey.	24
(b). Responses to Follow-Up Questionnaire.	34
3. Mitchell College of Advanced Education Schools Liaison Office Archival Material.	38
4. Derivation of Agreement Scores.	79
5. Agreement Scores for Respondent Groups.	86
6. Consensus: Between-Group Comparisons.	91
7. Role Norm Inventory Data for the 2nd Semester 1976 Group which became the 6th Semester Group of 1978 (Mitchell).	94
8. Comparison of Own Norms of 1976 6th Semester Cohort when in College and when in Schools Two Years After Graduating.	97
9. Cover note, Background Data Sheet and Role Norm Inventory Sent to Teacher Respondents.	100
10. Principal Components Analysis of Castle Hill Data.	105
11. Role Norm Inventory Data: Castle Hill Respondents.	109
12. Raw Data for 6th Semester 1976 Cohort's responses to background information section of Teacher Training Project Questionnaire.	113
13. High and Low Committed Students: 6th Semester Cohort, 1976 (Mitchell).	118
14(a). Raw Data for 1976 6th Semester Students' Responses to Role Norm Inventories, 1, 3 and 4.	120
(b). 1. Ranking lists of students (6th Semester 1976, Mitchell) according to degree of perceived disparity between themselves and lecturers and teachers, and between lecturers and teachers.	133
2. Sub-groups of 'best' and 'least adjusted' students (6th semester, 1976 after 2 years in schools).	
15. 'Traditional'/'Progressive' Ratings by Experienced Educators of Foskett Role Norm Inventory Items: Comparison With Results of McNamara (1972).	138

APPENDIX I
TEACHER TRAINING PROJECT QUESTIONNAIRE

Notes: The questionnaire consists of:

- (i) background information variables - items 1 to 48;
- (ii) the Teaching Style Inventory (see Chapter 7);
- (iii) Role Norm Inventories 1 to 4.

Variables used to allocate respondents to 'commitment' categories (see Chapters 4 and 8) were items 12, 13, 14, 15, the third item on the 7-point self-rating scales, and the final item in the questionnaire asking respondents about the degree to which they felt committed to teaching. The raw data for all responses to the background information variables are given in a subsequent appendix.

Some information in the questionnaire (e.g. items 16-27) was gathered primarily for internal College purposes and for purposes of ongoing research. Some responses categories were framed to suit groups other than the respondent groups in this study (e.g. items 5, 6, 8, etc.).

UNIVERSITY OF NEW ENGLAND: DEPARTMENT OF EDUCATION
TEACHER TRAINING PROJECT

Questionnaire

This form is confidential; your name is not required. Please attempt to answer the questions as truthfully and as accurately as possible. There is space at the end of the questions to elaborate on your answers or comment on the questions. Please complete the questions by writing the appropriate number in the square box opposite each question.

FOR OFFICE USE ONLY DO NOT WRITE HERE

Write the appropriate number in the square box

4. Are you (1) Male (2) Female

5. Which year group are you in (1) First (2) Second (3) Third (4) Fourth

6. Which age range do you hope to teach when you leave college (1) Infant (2) Junior (3) Secondary (4) Other (specify)

7. Are you (1) Day student living in parent's home (2) Day student living independently (3) Resident in College (4) Resident in lodgings (5) Other (specify)

8. Is your main {subject (1) Music/Arts/Craft (2) Science/Maths (3) Languages (4) English/Drama/History }elective

CONTINUED ON NEXT PAGE

8. (Continued) (5) Geography/Social Studies/
Economics
- (6) Home Economics/Technical
Drawing/Wood or Metal work
- (7) Physical Education
- (8) Other

9. In general would you say that your grades are
- (1) Above average
- (2) Average
- (3) Below average

10. Is your father's occupation (1) Manual
(if he no longer works or has (2) Non manual
died indicate which his
occupation was)
- If you cannot decide, specify the nature of his work
.

11. At what stage in your school career did you make a
FAIRLY FIRM decision to become a teacher
- (1) While in Primary School
- (2) In Secondary school before Fourth Form
- (3) In 6th Form but before the exams.
- (4) After matriculating/receiving good results
- (5) After the offer of a TC scholarship
- (6) Other (specify)

12. At what stage in your school career did you make a
FIRM decision to become a teacher
- (1) While in Primary School
- (2) In Secondary school before Fourth Form
- (3) In 6th Form but before the exams.
- (4) After matriculating/receiving good results
- (5) After the offer of a TC scholarship
- (6) Other (specify)

13. (a) Did you at any time make an application to go to
University but were unable to obtain a place
- (1) Yes
- (2) No
- (b) If you obtained a place at University but turned
it down in favour of College put a (3) in the box

14. If you had to make the choice again would you:

- (1) Certainly go into teaching
- (2) Probably go into teaching
- (3) Uncertain
- (4) Probably would not go into teaching
- (5) Certainly would not go into teaching

15. When you think about your future career which of the statements below best expresses your future plans

- (1) I expect to stay in schools until retirement
- (2) I expect to continue in the field of education until retirement but hope to move eventually from school teaching to another area of education
- (3) I expect to leave teaching in order to have a family but would hope to return to teaching later
- (4) I expect to leave teaching in order to have a family and will not return to teaching
- (5) I expect either never to teach or to leave teaching for some other occupation

Below are a number of "value" statements which refer to occupations in general. Consider each one and decide how important each "occupational value" will be to you when you begin teaching. If a value will be highly important to you place a (1) in the box, if of moderate importance a (2) and if of low importance a (3)

16. Give me an opportunity to work with people rather than things

17. Give me an opportunity to be helpful to others

18. Provide a chance to earn a good deal of money

19. Good holidays

20. Give me social status and prestige

21. Opportunity to travel

22. Enable me to look forward to a stable secure future

CONTINUED ON NEXT PAGE

23. Provide an opportunity to use my special abilities and aptitudes

24. Permit me to be creative and original

25. Leave me relatively free of supervision by others

26. Give me a chance to exercise leadership

27. Provide me with good holidays and spare time

Below is a list of groups of people who have possibly had some influence on the way in which you think about your future role as a teacher. N.B. the concern is with the way in which these people may have influenced your thinking about your job not the decision to become a teacher. If the persons here had a considerable amount of influence on the way in which you think about your future job place a (1) in the box, if some influence, a (2), if little or no influence, a (3)

28. Your parents

29. College lecturers

30. Fellow students

31. Your school teachers

32. Teachers met on school practice and school visits

33. A close friend or friends, not necessarily at college

34. How many weekends will you spend away from college this term. N.B. Do not include occasions when you are involved in college activities such as sports fixtures or field courses

- (1) None
- (2) One or two
- (3) Three, four or five
- (4) More than five

35. If you were in financial difficulties because, for example, your grant cheque had not arrived, how many members of staff do you feel that you could discuss your problem with.
- (1) None
 - (2) One or two
 - (3) Three or more
36. How many members of staff do you feel that you could discuss your future career plans with
- (1) None
 - (2) One or two
 - (3) Three or more
37. How many college clubs or societies are you an ACTIVE member of
- (1) None
 - (2) One or two
 - (3) Three or more
38. How many close friends do you have in college, i.e. the sort of person with whom you could talk about your future plans and anything which was worrying you
- (1) None
 - (2) One or two
 - (3) Three or more
39. If the teacher training course was increased in length by one term which one of the following should, in your opinion, receive most emphasis during the extra time available
- (1) Teaching practice
 - (2) The Main subject
 - (3) The academic study of education
 - (4) Curriculum courses
40. And if the course was reduced in length by one term which of the above should have less emphasis placed on it

Below are four statements referring to a college of education. Please indicate the importance that you attach to each by putting the appropriate number in the box, i.e. (1) very important; (2) fairly important; (3) of little or no importance

A College of Education should:

41. Be concerned with learning for its own sake without regard for its practical applications
42. Be concerned with the relevance of learning to the real world
43. Prepare students for a definite vocation or occupation
44. Above all else teach students how to teach and organise children

Below are a number of statements. Indicate by inserting the appropriate number in the box whether you:

- (1) Strongly agree
 (2) Agree to some extent
 (3) Can give no opinion
 (4) Disagree to some extent
 (5) Strongly disagree

45. In general my work in college is relevant to my future occupation as a teacher
46. On the whole I am well satisfied with my college courses
47. I enjoy the social and community life of the college
48. I already feel that I am a member of the teaching profession

Below are three scales. At the end of each scale is printed a description of a "type" of person. Please place an X on each scale at the point which indicates how closely you think that you fit the description. The closer your cross is to the end of the scale the more closely you should approximate to the description. The more difficult it is for you to make a decision the closer your cross should be to the centre of the scale

- | | | |
|---|-------|---|
| A gregarious person who likes being with a crowd most of the time | _____ | Something of a loner who often spends his/her time away from other people |
| A person who does just enough work to get by and who is content with average grades and marks | _____ | A person who devotes as much time as possible to their studies and who is anxious to get high grades and marks |
| A person who sees teaching as just a job, a means of providing money | _____ | A person who is dedicated to teaching and who thinks that teaching will be one of the most important things in life |

TEACHING STYLE

PLEASE READ THE INTRODUCTION AND ANSWER THE QUESTIONS

INTRODUCTION

Although teachers have to concern themselves with many different things in their jobs, some teachers emphasise certain things more than others. Below are descriptions of four types of teachers who emphasise different things:-

1. Teacher is most concerned with maintaining discipline, seeing that pupils work hard, and teaching them to follow directions.
2. Teacher feels that he (she) should cover the syllabus thoroughly, that pupils should know their subject matter well and that their progress should be tested regularly.
3. Teacher stresses making the class interesting and encourages pupils to be creative and to think things out for themselves.
4. Teacher thinks that it is important that he (she) should be friendly and well liked by pupils and be able to understand and help with their problems.

Remembering that these are not complete descriptions of a type of teacher but rather where a teacher places most emphasis please answer the following questions by placing the appropriate number in the box.

- | | |
|---|--------------------------|
| A. Which would you emphasise given free choice | <input type="checkbox"/> |
| B. Which did you emphasise on your last school practice | <input type="checkbox"/> |
| C. Which do you think that your last school practice supervisor wished you to emphasise | <input type="checkbox"/> |
| D. Which do you think your class teacher on your last school practice wished you to emphasise | <input type="checkbox"/> |
| E. Which do you think that you will emphasise when you begin teaching | <input type="checkbox"/> |
| F. If, when you begin teaching, an authority such as an Inspector came into your classroom, which would you emphasise | <input type="checkbox"/> |
| G. Looking back, think of the teacher who, in your opinion, was your best primary school teacher. Which would he or she emphasise | <input type="checkbox"/> |

9

H. And which would your best secondary school teacher
emphasise

I. And which would your best college lecturer emphasise

THANK YOU FOR YOUR CO-OPERATION SO FAR. IF YOU WOULD BE WILLING TO BE
INTERVIEWED AT A FUTURE DATE WOULD YOU WRITE YOUR NAME AND HOME ADDRESS BELOW.

PLEASE USE THIS SPACE TO PROVIDE ANY COMMENT YOU WOULD LIKE TO MAKE ON THIS
QUESTIONNAIRE OR TO ELABORATE ON ANY QUESTIONS THAT YOU FELT THAT YOU COULD NOT
COMPLETE.

INVENTORY ONE

We are trying to find out how you think a *primary* teacher ought to behave. That is, given good working conditions and a sympathetic head-teacher and colleagues, how do you think that a teacher should behave?

Before each statement imagine the words:

"I think that a *primary* teacher"

then on the dotted line next to the statement fill in the appropriate number:

- i.e. (1) definitely should
(2) preferably should
(3) may or may not
(4) preferably should not
(5) definitely should not

Thus for the first statement if you thought that a *primary* teacher may or may not give homework regularly you would put a 3 on the dotted line under ROW.

R.N.I. No. 1

- Row** Role 1: Acting Towards Pupils
- give homework regularly
 - **make and carefully follow detailed lesson plans**
 - deprive a pupil of privileges as a form of punishment
 - give pupils a great deal of rote learning in the basic subjects
 - evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children
 - give greater attention to the more able than to the less able students
 - use extra academic work as one form of punishment
 - experiment with new teaching techniques
 - permit each pupil to follow his own educational interests most of the time
 - **smoke in situations where a pupil might see them**
 - devote most of their time to working with individual pupils or small groups
 - use corporal punishment as a disciplinary measure
 - encourage pupils to discuss various religious beliefs in the classroom
 - express their own political views in the classroom
 - encourage pupils to question the opinions held by the teacher.
- Role 2: Acting Towards Colleagues
- devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay
 - take up active membership in a teachers' professional organization
 - use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils
 - include other teachers in their circle of close friends
 - continue to take further professional courses as long as they continue to teach
 - insist upon extra pay for duties, like coaching a team, that require extra time
 - make or receive personal telephone calls while at school
 - discuss serious personal problems with the principal

Row

- join a teacher organization such as the N.S.W.T.F.
- engage in part-time work during term time

Role 3: Acting Towards Parents

- accept the judgement of the parents when there is disagreement about the needs of the child
- insist that parents contact them only after obtaining permission from the headmaster
- visit every pupil's home at the beginning of the school year
- discuss with parents the child's scores on standardized attainment tests
- tell a parent the tested "I.Q." of his child
- attend parent teacher association meetings
- encourage parents to visit the classroom at any time
- contact parents whenever any problem arises about their children
- attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil
- discuss freely with parents the weaknesses of other teachers

Role 4: Acting Towards Community

- exercise great caution in expressing views outside of the classroom on controversial issues because of their position
- live within the neighbourhood of the school
- be active in at least one community youth group (e.g. Sunday School, Scouting, Youth Group)
- attend church regularly
- spend an eight hour day at school
- remember that a stricter standard of conduct in the community applies to them because they are teachers
- patronize locally-owned businesses and services
- make political speeches
- serve alcoholic drinks in their own homes
- visit a pub

INVENTORY TWO

We are trying to find out how you think that you WILL in fact behave when you begin teaching. Bearing in mind your experiences to date and what you know about teaching, how do you think you will behave when you begin teaching.

Before each statement imagine the words:

"When I begin teaching I"

then on the dotted line next to the statement fill in the appropriate number:

- i.e. (1) definitely will
(2) probably will
(3) may or may not
(4) probably will not
(5) definitely will not

Row Role 1: Acting Towards Pupils

- give homework regularly
- make and carefully follow detailed lesson plans
- deprive a pupil of privileges as a form of punishment
- give pupils a great deal of rote learning in the basic subjects
- evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children
- give greater attention to the more able than to the less able students
- use extra academic work as one form of punishment
- experiment with new teaching techniques
- permit each pupil to follow his own educational interests most of the time
- smoke in situations where a pupil might see them
- devote most of their time to working with individual pupils or small groups
- use corporal punishment as a disciplinary measure
- encourage pupils to discuss various religious beliefs in the classroom
- express their own political views in the classroom
- encourage pupils to question the opinions held by the teacher.

Role 2: Acting Towards Colleagues

- devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay
- take up active membership in a teachers' professional organization
- use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils
- include other teachers in their circle of close friends
- continue to take further professional courses as long as they continue to teach
- insist upon extra pay for duties, like coaching a team, that require extra time
- make or receive personal telephone calls while at school
- discuss serious personal problems with the principal

Row

- join a teacher organization such as the N.S.W.T.F.
- engage in part-time work during term time

Role 3: Acting Towards Parents

- accept the judgement of the parents when there is disagreement about the needs of the child
- insist that parents contact them only after obtaining permission from the headmaster
- visit every pupil's home at the beginning of the school year
- discuss with parents the child's scores on standardized attainment tests
- tell a parent the tested "I.Q." of his child
- attend parent teacher association meetings
- encourage parents to visit the classroom at any time
- contact parents whenever any problem arises about their children
- attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil
- discuss freely with parents the weaknesses of other teachers

Role 4: Acting Towards Community

- exercise great caution in expressing views outside of the classroom on controversial issues because of their position
- live within the neighbourhood of the school
- be active in at least one community youth group (e.g. Sunday School, Scouting, Youth Group)
- attend church regularly
- spend an eight hour day at school
- remember that a stricter standard of conduct in the community applies to them because they are teachers
- patronize locally-owned businesses and services
- make political speeches
- serve alcoholic drinks in their own homes
- visit a pub

INVENTORY THREE

This time we are trying to find out in general terms how you think that your college of education lecturers would expect you to behave in the classroom. Clearly different tutors would express different points of view, but in so far as it is possible record your general impression from the majority of lecturers you come across.

Before each statement imagine the words:

"Speaking in general terms my college lecturers would say that teachers"

then on the dotted line next to the statement fill in the appropriate number:

- 1.e. (1) definitely should
(2) preferably should
(3) may or may not
(4) preferably should not
(5) definitely should not

- Row** Role 1: Acting Towards Pupils
- give homework regularly
 - make and carefully follow detailed lesson plans
 - deprive a pupil of privileges as a form of punishment
 - give pupils a great deal of rote learning in the basic subjects
 - evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children
 - give greater attention to the more able than to the less able students
 - use extra academic work as one form of punishment
 - experiment with new teaching techniques
 - permit each pupil to follow his own educational interests most of the time
 - smoke in situations where a pupil might see them
 - devote most of their time to working with individual pupils or small groups
 - use corporal punishment as a disciplinary measure
 - encourage pupils to discuss various religious beliefs in the classroom
 - express their own political views in the classroom
 - encourage pupils to question the opinions held by the teacher.

Role 2: Acting Towards Colleagues

- devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay
- take up active membership in a teachers' professional organization
- use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils
- include other teachers in their circle of close friends
- continue to take further professional courses as long as they continue to teach
- insist upon extra pay for duties, like coaching a team, that require extra time
- make or receive personal telephone calls while at school
- discuss serious personal problems with the principal

Row

- join a teacher organization such as the N.S.W.T.F.
- engage in part-time work during term time

Role 3: Acting Towards Parents

- accept the judgement of the parents when there is disagreement about the needs of the child
- insist that parents contact them only after obtaining permission from the headmaster
- visit every pupil's home at the beginning of the school year
- discuss with parents the child's scores on standardized attainment tests
- tell a parent the tested "I.Q." of his child
- attend parent teacher association meetings
- encourage parents to visit the classroom at any time
- contact parents whenever any problem arises about their children
- attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil
- discuss freely with parents the weaknesses of other teachers

Role 4: Acting Towards Community

- exercise great caution in expressing views outside of the classroom on controversial issues because of their position
- live within the neighbourhood of the school
- be active in at least one community youth group (e.g. Sunday School, Scouting, Youth Group)
- attend church regularly
- spend an eight hour day at school
- remember that a stricter standard of conduct in the community applies to them because they are teachers
- patronize locally-owned businesses and services
- make political speeches
- serve alcoholic drinks in their own homes
- visit a pub

INVENTORY FOUR

Finally, we would like to know in general terms how you think that established members of the teaching profession would expect their colleagues to behave. Again different teachers will have differing points of view, but drawing on your experiences in schools and with teachers what would your general impression be of the majority.

Before each statement imagine the words:

"Speaking in general terms most established members of the teaching profession would say that *primary* teachers"

then on the dotted line next to the statement fill in the appropriate number:

- i.e. (1) Definitely should
(2) preferably should
(3) may or may not
(4) preferably should not
(5) definitely should not

- Row** Role 1: Acting Towards Pupils
- give homework regularly
 - make and carefully follow detailed lesson plans
 - deprive a pupil of privileges as a form of punishment
 - give pupils a great deal of rote learning in the basic subjects
 - evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children
 - give greater attention to the more able than to the less able students
 - use extra academic work as one form of punishment
 - experiment with new teaching techniques
 - permit each pupil to follow his own educational interests most of the time
 - smoke in situations where a pupil might see them
 - devote most of their time to working with individual pupils or small groups
 - use corporal punishment as a disciplinary measure
 - encourage pupils to discuss various religious beliefs in the classroom
 - express their own political views in the classroom
 - encourage pupils to question the opinions held by the teacher.
- Role 2: Acting Towards Colleagues
- devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay
 - take up active membership in a teachers' professional organization
 - use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils
 - include other teachers in their circle of close friends
 - continue to take further professional courses as long as they continue to teach
 - insist upon extra pay for duties, like coaching a team, that require extra time
 - make or receive personal telephone calls while at school
 - discuss serious personal problems with the principal

Row

- join a teacher organization such as the N.S.W.T.F.
- engage in part-time work during term time

Role 3: Acting Towards Parents

- accept the judgement of the parents when there is disagreement about the needs of the child
- insist that parents contact them only after obtaining permission from the headmaster
- visit every pupil's home at the beginning of the school year
- discuss with parents the child's scores on standardized attainment tests
- tell a parent the tested "I.Q." of his child
- attend parent teacher association meetings
- encourage parents to visit the classroom at any time
- contact parents whenever any problem arises about their children
- attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil
- discuss freely with parents the weaknesses of other teachers

Role 4: Acting Towards Community

- exercise great caution in expressing views outside of the classroom on controversial issues because of their position
- live within the neighbourhood of the school
- be active in at least one community youth group (e.g. Sunday School, Scouting, Youth Group)
- attend church regularly
- spend an eight hour day at school
- remember that a stricter standard of conduct in the community applies to them because they are teachers
- patronize locally-owned businesses and services
- make political speeches
- serve alcoholic drinks in their own homes
- visit a pub

OPEN QUESTION

Think of a member of the lecturing staff who, as far as it is possible, fits the following description:

A person whom you respect and admire, a person who is a particularly good 'teacher', a person who has certain characteristics which you may wish to emulate when you begin teaching.

What are particular qualities which you recognise in this person. Please list them below. Short or one word descriptions are preferable and do not list more than six characteristics.

1.

2.

3.

4.

5.

6.

In the space below could you outline in a sentence or two the reasons why you decided to become a teacher. What were the particular factors which influenced you in your decision. Could you also give some indication of the degree to which you feel COMMITTED to teaching as a career.

APPENDIX 2(a)FOLLOW-UP SURVEY

1. Letter to respondents.
2. Follow-up Questionnaire.
3. Role Norm Inventory 1 (Own Norms).



MITCHELL COLLEGE OF ADVANCED EDUCATION

BATHURST NSW 2791
Telephone (063) 31 1022

12th June, 1978.

RS:MO

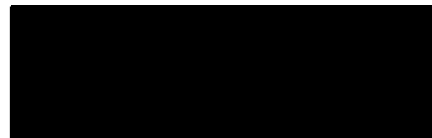
Dear

Before leaving College in July '76 you were good enough to co-operate in a research project investigating student-teacher opinions about the role of teacher. You will recall that I intended to contact you when you had been in the school system for some time. Well, that time has come! The information gathering part of the research is nearing conclusion and it is vital that the work started several years ago is now satisfactorily carried through. Without your help it cannot be completed.

I would appreciate it very much therefore if you could fill in the enclosed questionnaire and role-norm inventory and return them to me immediately. To this end I have enclosed a stamped addressed envelope for your use. It should take no more than about 15 to 20 minutes or so to fill in the enclosed sheets. Naturally, confidentiality is absolutely assured.

For the conclusions drawn from this project to be convincing I need everyone who was involved to contribute in this final phase. I am sure I can rely on you to support the work that has been done so far. If you do it NOW it won't be left on a shelf and forgotten! Hopefully, I will contact personally as many of you as possible later for a discussion about the whole endeavour.

Thanking you in anticipation and very best wishes for the future,



Ron Sinclair

FOLLOW-UP QUESTIONNAIRE

Please attempt to answer the questions below as truthfully and accurately as possible. There is a space at the end of the questions to elaborate on your answers or comment on the questions. Confidentiality is assured.

NAME : _____

SCHOOL : _____

ADDRESS OF SCHOOL : _____

QUESTION 1 : If the school you are now at is NOT the one to which you were first appointed, please state:

(i) Your first school(s): _____

(ii) reason(s), briefly, for transfer(s): _____

X X X X X X X X X

QUESTION 2 : Estimate of Present Level of Professional Satisfaction:

(i) How satisfying do you find your job as a teacher? Try to be as honest and frank as you can in your response. Tick one of the squares.

Fully
satisfying

Satisfying
on the whole
but not
fully so

Moderately
satisfying

Some
satisfaction
but not a
great deal

Most
unsatisfying

(ii) Briefly, my chief sources of satisfaction (if any) are:

Question 2 (cont'd)

(iii) Briefly, my chief sources of dissatisfaction (if any) are:

X X X X X X X X X

In questions 3 to 7 below please tick one box only for each question:

QUESTION 3 : When you think about your future **career** which of the statements below best expresses your future plans?

I intend to continue teaching until retirement

I expect to stay in schools in the foreseeable future but not necessarily until retirement

I expect to continue in the field of education in the foreseeable future but hope to move eventually from school teaching to another area of education (e.g., administrative counselling, tertiary education, etc. - please specify:-

.....

While I would hope to return to teaching later, I expect to leave teaching for a time to (a) travel, (b) have a family, (c) other.
(Please specify:-

I expect to leave teaching to have a family and will not return to teaching.

I expect to leave teaching and not return to it.

X X X X X X X X X

QUESTION 4 : (i) Please tick the box that best indicates your position since leaving College:

I have NEVER seriously considered leaving teaching since I left College.

I have sometimes seriously considered leaving teaching since I left College.

I have OFTEN seriously considered leaving teaching since I left College.

(ii) If you have considered leaving teaching, what, briefly, were the reasons?

X X X X X X X X X

QUESTION 5 : Likelihood of leaving teaching:

I will DEFINITELY leave teaching within five years.

I will PROBABLY leave teaching within five years.

I MIGHT leave teaching within five years, but is is unlikely.

It is EXTREMELY UNLIKELY that I would leave teaching within five years.

X X X X X X X X X

QUESTION 6 : Do you expect to be still teaching in one year's time?

YES

NO

X X X X X X X X X

QUESTION 7 : If I could make the choice again I would:

- Certainly go into teaching
- Probably go into teaching
- (be) uncertain
- Probably not go into teaching
- Certainly not go into teaching

X X X X X X X X X

QUESTION 8 : Looking back on your teacher training course, rank the following according to the emphasis they should have received in your opinion. Use (1) for greatest emphasis down to (4) for least emphasis. Please number all squares.

- Teaching Practice
- Your main subject
- The academic study of education
- Curriculum (method) courses

X X X X X X X X X

QUESTION 9 : Below are a number of statements. Indicate by inserting the appropriate number in the box whether you:

- (1) strongly agree;
- (2) agree to some extent;
- (3) can give no opinion;
- (4) disagree to some extent;
- (5) strongly disagree.

PLEASE NUMBER EACH BOX

(i) In general my work in College was relevant to my occupation as a teacher.

(ii) On the whole I am well satisfied with my College training.

(iii) Generally speaking, my college lecturers were competent to train future teachers.

X X X X X X X X X

QUESTION 10: Finally, looking back over your training and your experience in the schools to date, which groups of people (e.g. lecturers, professional colleagues, teachers met while a student, parents, etc.) do you see as:

(i) positively influencing the way you think about your role as a teacher?

(ii) please specify, briefly, how: _____

(iii) negatively influencing the way you think about your role as a teacher?

(iv) please specify, briefly, how: _____

X X X X X X X X X

THANKYOU FOR YOUR COOPERATION

PLEASE USE THIS SPACE FOR ANY ADDITIONAL COMMENTS YOU WISH TO MAKE:

We are trying to find out how you think a primary teacher *ought* to behave. That is, given good working conditions and a sympathetic head-teacher and colleagues, how do you think that a teacher should behave?

Before each statement imagine the words:

"I think that a primary teacher ..."

then on the dotted line next to the statement fill in the appropriate number:

- | | |
|----------------------------|---------------------------|
| i.e. (1) definitely should | (4) preferably should not |
| (2) preferably should | (5) definitely should not |
| (3) may or may not | |

Thus for the first statement if you thought that a primary teacher may or may not give homework regularly you would put a 3 on the dotted line under ROW.

ROW Role 1 : Acting Towards Pupils

- give homework regularly
- make and carefully follow detailed lesson plans
- deprive a pupil of privileges as a form of punishment
- give pupils a great deal of rote learning in the basic subjects
- evaluate the work of pupils on the basis of their individual improvement rather than by comparing them with other children
- give greater attention to the more able than to the less able students
- use extra academic work as one form of punishment
- experiment with new teaching techniques
- permit each pupil to follow his own educational interests most of the time
- smoke in situations where a pupil might see them
- devote most of their time to working with individual pupils or small group
- use corporal punishment as a disciplinary measure
- encourage pupils to discuss various religious beliefs in the classroom
- express their own political views in the classroom
- encourage pupils to question the opinions held by the teacher

ROW Role 2 : Acting Towards Colleagues

- devote time outside regular teaching duties to school affairs, such as curriculum planning, without additional pay
- take up active membership in a teachers' professional organization
- use surnames like "Miss Smith" or "Mr. Jones" when addressing other teachers in front of pupils
- include other teachers in their circle of close friends
- continue to take further professional courses as long as they continue to teach
- insist upon extra pay for duties, like coaching a team, that require extra time

ROW Role 2 (cont'd)

- make or receive personal telephone calls while at school
- discuss serious personal problems with the principal
- join a teacher organization such as the N.S.W.T.F.
- engage in part-time work during term time

ROW Role 3 : Acting Towards Parents

- accept the judgement of the parents when there is disagreement about the needs of the child
- insist that parents contact them only after obtaining permission from the headmaster
- visit every pupil's home at the beginning of the school year
- discuss with parents the child's scores on standardized attainment tests
- tell a parent the tested "I.Q." of his child
- attend parent-teacher association meetings
- encourage parents to visit the classroom at any time
- contact parents whenever any problem arises about their children
- attempt to find out what, in the home situation, may contribute to the misbehaviour of a pupil
- discuss freely with parents the weaknesses of other teachers

ROW Role 4 : Acting Towards Community

- exercise great caution in expressing views outside of the classroom on controversial issues because of their position
- live within the neighbourhood of the school
- be active in at least one community youth group (e.g., Sunday School, Scouting, Youth Group)
- attend church regularly
- spend an eight-hour day at school
- remember that a stricter standard of conduct in the community applies to them because they are teachers
- patronize locally-owned businesses and services
- make political speeches
- serve alcoholic drinks in their own house
- visit a pub

APPENDIX 2(b)RESPONSES TO FOLLOW-UP QUESTIONNAIRE

RESPONSES TO FOLLOW-UP QUESTIONNAIRE

<u>Question 1:</u>	<u>Appointments to Schools in First Two Years</u>		
	- given in full in text (see Chapter 8, p. 409).		
<u>Question 2:</u>	<u>Estimate of Present Level of Professional Satisfaction</u>		
		n	%
	1. Fully satisfying	21	23.1
	2. Satisfying on the whole but not fully so	52	57.1
	3. Moderately satisfying	10	11.0
	4. Some satisfaction but not a great deal	7	7.7
	5. Most unsatisfying	1	1.1
	TOTALS	91	100
<u>Question 3:</u>	<u>Future Career Plans</u>		
	- given in full in text (Chapter 8, p. 411).		
<u>Question 4:</u>	<u>Degree to which respondents had SERIOUSLY considered leaving teaching</u>		
		n	%
	1. Never	40	44
	2. Sometimes	43	47
	3. Often	8	9
	TOTALS	91	100
<u>Question 5:</u>	<u>Likelihood of leaving teaching (within 5 years)</u>		
		n	%
	1. Definitely...within 5 years	17	18.5
	2. Probably	30	33
	3. Might...but unlikely	18	20
	4. Extremely unlikely	26	28.5
	TOTALS	91	100

<u>Question 6: Expectation of still teaching in one year's time</u>		n	%
1. Yes		79	87
2. No		11	12
		<hr/>	
		90	99

(1 respondent answered 'Don't know')

<u>Question 7: Retrospective Satisfaction with Choice of Teaching as a Career</u>		n	%
1. Would CERTAINLY go into teaching if choice made again		41	45
2. Probably		31	34
3. Uncertain		10	11
4. Probably not		8	9
5. Certainly not		1	1
		<hr/>	
TOTALS		91	100

Question 8: Ranking of Aspects of Training Course according to Emphasis Respondents thought should have been placed upon them (1 = greatest emphasis, 4 = least)

	1	2	3	4
1. Teaching Practice	61(67%)	21(23%)	7(8%)	2(2%)
2. Main subject (elective)	1(1%)	7(8%)	51(56%)	32(35%)
3. Academic study of education	4(4%)	4(4%)	27(30%)	56(62%)
4. Method courses	25(26%)	59(65%)	6(6%)	1(1%)
<hr/>				
TOTALS	91	91	91	91

Question 9: Retrospective Assessments of College Training

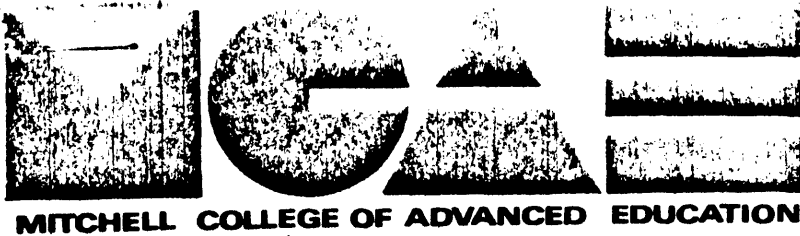
	Strongly Agree	Agree To Some Extent	Can Give No Opinion	Disagree To Some Extent	Strongly Disagree	TOTALS
1. College work generally rele- vant to teaching	6(6%)	48(53%)	2(2%)	26(29%)	9(10%)	91(100%)
2. Well satisfied with College training	10(11%)	33(36%)	0(0%)	37(41%)	11(12%)	91(100%)
3. College lecturers generally competent to train future teachers	8(9%)	53(58%)	10(11%)	17(19%)	3(3%)	91(100%)

APPENDIX 3MITCHELL COLLEGE OF ADVANCED EDUCATIONSCHOOLS LIAISON OFFICE ARCHIVAL MATERIAL

- (i) Survey of Co-operating Schools by Acting Director of Teacher Education.
- (ii) Sample of responses by schools to survey.
- (iii) Sample of Comments and Suggestions Sheets returned by schools after Practice Teaching.
- (iv) Sample of student teachers' comments on Practice Teaching Experience.

Note: Documents reproduced constitute an approximate 10% random sampling of available relevant archival material.

SURVEY OF CO-OPERATING SCHOOLS BY
ACTING DIRECTOR OF TEACHER EDUCATION
AT MITCHELL



MITCHELL COLLEGE OF ADVANCED EDUCATION

Bathurst, N.S.W. 2795.
Telephone, 31 1022.

SBR:iw

20th September, 1974.

The Primary Teacher Education Programme currently offered at Mitchell College is one which has been in operation since 1970. Changes have been made during this time, but these have left unaltered the basic approach and structure introduced at the start. To date, three intakes of students have graduated from the Three Year Course with a fourth due to leave College at the end of this Semester. There has been considerable opportunity for feed-back concerning various aspects of pre-service training and your views, as expressed mainly in reports on students who have undertaken practice teaching at your school, have been collated with those of other schools, serving to suggest and sometimes to effect change where this has been possible within present administrative and control structure.

Many of these views, of necessity, have been piece-meal, dealing with specific aspects of the training programme as they affect the individual students working at the school, but many have focused upon wider issues in the field of teacher education.

We have now reached the stage where it is both necessary and possible to institute a much more fundamental revision of the programme than we have been able to do in the past and accordingly, I am writing to ask your help once more, but this time by the submission of an open-ended but more systematic view of the needs of teacher education as you see them. I should be grateful if you and your staff could find time to discuss and express views on a number of areas of concern which I have listed separately.

.....2/



- 2 -

20th September, 1974


Many curriculum theorists define four major elements for consideration, corresponding to Taba's - Objectives, Content, Method and Evaluation. These groupings are maintained in the accompanying list, with a number of questions in each category to serve as a focus of discussion. I have no doubt that other questions will occur to you or those listed may not, in your view, adequately express the problem to be discussed.

Please feel free to amend or add to the list in any way you see fit. If you prefer to limit your comments to just a few of the problem areas suggested, either because of time or inclination, again feel free to do so.

The task of setting up or reorganising a programme in teacher education is an enormous one and must, if the result is to accord in any way with reality, take account of the views of as wide a range of interested parties as possible. The schools are the first to feel the impact of whatever programme is put into operation and they are therefore a most important source of information in this regard.

Thank you for your help and I hope that the result will be as rewarding for you as I am sure it will be to us.

Yours faithfully,



S.B. ROBINSON
ACTING DIRECTOR
TEACHER EDUCATION.

SCHEDULE OF QUESTIONS

1. OBJECTIVES

- i. What kind of curriculum - context or system are we preparing teachers for -
 - the existing one?
 - the one which we think ought to exist?
 - the one we anticipate in 10 or 20 years time?
- ii. What sort of personal qualities should be stressed as essential to effective teaching?
- iii. Should the programme aim at producing the "complete teacher" and is this possible in the time allowed? If not, should pre-service education be looked upon only as the first stage of professional development?

2. CONTENT

- i. Traditionally, the major divisions have been -
 - Liberal studies (curriculum related and other)
 - Professional studies (historical, philosophical, psychological and sociological)
 - Pedagogical Studies (Method)
 - Field Work (practice teaching)

The question then is what sort of balance would be needed among these.
- ii. To what extent should compulsion and choice operate throughout the programme?
- iii. What about the opportunity to specialise in the 3 year course? We already allow for specialisation in infant work - or is that different?

...../2

SCHEDULE OF QUESTIONS

- 2 -

3. METHOD

- i. What should be the relationship between the College and the School in meeting the requirements of professional studies?
- ii. When should school experience begin and how should school experience be arranged?
- iii. What about supervision, spread of experience etc.?
- iv. Is block practice necessary and if so, when should it take place and for how long?
Would a sandwich type approach be effective, i.e. a one semester internship somewhere along the way?

4. EVALUATION

- i. What criteria should be used to assess the validity of the programme? Should there be some sort of follow-up after a student leaves the College?
- ii. Do College examinations provide a reliable indication of future teaching ability?

SAMPLE OF RESPONSES TO SURVEY
FROM CO-OPERATING SCHOOLS
(1-9)

Mullion Creek Public School.

22nd October, 1974.

①

Reply to "Schedule of questions," dated 20th September, 1974.

1. Objectives.

- i. I think the existing curriculum but, except for Maths, Spelling and Writing, where the Syllabus is still prescriptive, how can any student know what he is to teach on a first appointment, especially in a small school.
- ii. A genuine interest in children.
Patience to continually assist the slower child.
- iii. Almost impossible in any training institution.
This is an introduction to Teaching.

2. Content.

- i. There must be balance but I have no idea what time allocations are given to each so I cannot comment.
- ii. Every student should cover a specified minimum amount of work in all aspects of the curriculum. Apparently it is possible for a student to completely by-pass a particular subject by this choice. Why not a checklist of subjects with minimum efficiency requirements in each?
- iii. Other than Infants, where does specialisation fit into the Primary School at present? Let these talents be developed as the teacher matures. There is ample scope for this development by attending In-service Courses today.

3. Method.

- i. There should be a greater exchange of ideas between the College and the schools.
- ii. Could students somehow spend some time in the schools before they commence College studies? I feel that many would not commence training after this initial experience.
- iii. Supervision by the teacher involved with the student must be better than an external supervisor calling once a week for part of a lesson.
- iv. I think 2-5 week blocks are too much in the one semester. 5 weeks prac. then the remainder of the semester to sort out problems, arrange demonstrations and prepare for the next session. A full semester is too long for a student to remain on one class.

4. Evaluation.

- i. Could a type of checklist be devised and completed by ex-students at the end of one year's teaching. Many helpful suggestions would flow back to the college.
- ii. In many cases, No.
Many of our best class teachers, not necessarily Administrators, just scrape through College examinations but they have become dedicated teachers.



Principal.

30th October, 1974.

(2)

Mr. S.B. Robinson,
Acting Director,
Teacher Education,
Mitchell College of Advanced Education,
BATHURST. 2795

Dear Sir,

Thank you for your letter of 20th September in which you were seeking the views of teachers on a number of issues.

At a staff meeting the teachers at South Bathurst Primary School looked at the questions raised and the following were some of the points that came from the discussion:-

- (1) The curriculum we are preparing teachers for is the existing one as this provides the framework for students when they reach the classroom. The other alternatives suggested seem totally nebulous.
- (2) Students come into an existing system and they must know what that system is about. This does not prevent flexibility when change is required for incoming curricula.
- (3) Personal qualities to be stressed include; interest in the overall task; rapport with children; a liking for the job; a professional approach; sincerity; personality.
- (4) There is no such thing as the "complete teacher" training is only the first stage of professional development. Training should provide guidelines for professional development to take place.

..... 2

- 3 -

- (10) Students require much more experience in organising and compiling programmes to develop their expertise to a standard higher than is generally apparent at the present time.
- (11) Supervision of students necessarily involves both the class teacher and the College supervisor. It would seem that the College should accept more responsibility. This may involve the addition to the College staff of practising teachers with a depth of teaching experience. It would appear important that students have access to the experience and expertise of experienced teachers so that the student himself can develop his own classroom techniques and skills.
- (12) It would seem that College examinations do not provide a positive indication of the students' teaching ability. It seems apparent that factors other than academic prowess determine the level of teaching ability.
- (13) The validity of the teacher training programme is to a degree assessed by the inspectorial system of the Education Department. Assessment by the College should be covered during the student's training period.

I do hope that the foregoing comments are relevant and will be of use to you in your deliberations.

Yours sincerely,


Principal.

(4)

STAFF MEETING 30th September, 1974.

ANSWERS TO MITCHELL COLLEGE QUESTIONNAIRE: Numbered according to questions circulated by the College.

1. OBJECTIONS:

- i. The existing one
- ii.a) Flexible - adaptable
 - b) Develop sufficient confidence in their ability so as to be willing to try new and different things.
 - c) An empathy with a variety of communities
 - d) A large supply of common sense.
- iii It is not possible to produce the "complete teacher", so pre-service education is only the first stage.

2. CONTENT:

- i. Liberal studies - 15%
Professional studies with emphasis on psychological and sociological -25%
Pedagogical Studies and Field Work linked together - 60%
- ii. There should be a compulsory basic core of subjects backed up by a range of optional subjects
- iii. Yes, to allow for pursuit into individual areas of interest, especially with the possibility of Team Teaching and specialisation.

3. METHOD:

- i. The College staff should plan the programme and be answerable for it . There should be some effort to obtain feedback from the schoolson proposed plans.
- ii. School experience should begin after the first Semester with such things as Micro- teaching based on an apprenticeship idea with the same class or teacher for one or two Semesters.
- iii. There should be more frequent lecturer liason with the school staffs so that there is a greater understanding of the College's aims.
- iv. Block practice is considered necessary for at least a month but in the first or last ones of the school year. An extended internship may be of use but not in lieu of Nos. ii or iii.

4. EVALUATION:

- i. Continuous ongoing internal assessment by more personal contact between Lecturer and student.
- ii. No, they do not.

(5)

10th October, 1974.

Mr. S.B. Robinson,
Acting Director of Teacher Education,
Mitchell College of Advanced Education,
Bathurst, 2795.

Dear Mr. Robinson,

Further to your questionnaire concerning teacher education, I submit comments made by our Primary teachers after examining your schedule of questions.

Objectives: Our teachers felt that a basic concern must be for the existing curriculum as far as basic skills are concerned. However, they stressed the need for teachers to be aware of the changing society and of its implications and the special needs of children within this society.

Our staff indicated that they would like to see the personal quality of teacher involvement stressed with the students they are to teach.

Pre-service education was seen as being only the first stage in professional development. There is a great need for continuous education in such area as provided by the in-service courses.

Content: Our teachers, after looking at your questions, wished to comment on the need for more field work and involvement with children in as many different areas as possible - eg. sport, play centres, as well as school. They would like to see this involvement throughout the whole of the pre-service training period. They also wished to see teachers prepared for a wide variety of children of various behaviour patterns.

Method: Our staff indicated that there should be a close inter-relationship between the college and the school. They preferred the idea that teachers in training should commence practice in the schools in the first semester. The staff commented that block practice for a period of five weeks seems to be satisfactory as the student becomes an integral part of the class situation during this time. They also suggested that there be a block practice during the second year with less emphasis on formal teaching and more on allowing the student to become involved with children.

Evaluation: The staff indicated that ex students of college would gain greatly from some sort of follow-up. They also indicated that it would be of value to the teacher be able to return with certain problems that he or she had encountered while teaching in their first year.

I hope this is of some help to you.

With best wishes,

Yours sincerely,

Principal

[REDACTED]

(6) [REDACTED]

16th October, 1974.

Acting Director,
Teacher Education,
Mitchell College of Advanced Education,
BATHURST. N.S.W. 2795.

Attention Mr. S. B. Robinson

Dear Mr. Robinson,

Your recent letter (SBR:iw) re Teacher Education Programme, was discussed at our October staff meeting, and the resultant opinions are noted here for your information.

We are happy to take part in your survey and hope the answers may be of some help to you.

1. OBJECTIVES.

- (i) We would like to see teachers prepared for the system that ought to exist.
- (ii) The essential personal qualities, we feel should be stressed are : Integrity, Dedication, Honesty, Patience, Ability and Willingness to adapt to, and absorb new ideas and concepts. These are not necessarily in any order, but the staff feels that they are all essential.
- (iii) We feel that "teacher-training" is only the beginning or first stage. A good teacher will continue to develop and progress with experience. The wider the experience - the more professional the development will be.

2. CONTENT

- (i) It is felt that more Field work is needed, but not in the way operating at the moment. This staff feels that more practical help should be available to balance the amount of theory given. A one day a week familiarization course with a given school would be of help.
- (ii) Choice of teaching field should be allowed.
- (iii) All natural talent should be developed to the utmost, e.g. Art & Music. These are necessary in any field. Infants' teachers do need specialist training.

3. METHOD.

- (i) The College and the school should have continuous /2.

[REDACTED]

[REDACTED]

[REDACTED]

- 2 -

and easy access to each others ideas. A continuous liaison makes a better programme for the student.

- (ii) School experience should begin as soon as training begins.
- (iii) The student should be given as wide a field of experience as possible. Class teacher should supervise more as problems can be dealt with as they occur.
- (iv) Block practice is necessary to help with programming, teaching and follow up. One semester internship is acceptable - preferably in final year, but with reservations. Problems such as divided class control and position of student could arise.

4. EVALUATION

- (i) Access to college should be easy during probationary years.
- (ii) Not wholly. Theory is not the only criterion, but a necessary part.

Yours faithfully,

[REDACTED]

[REDACTED]

[REDACTED]

Principal

(7)



DEPARTMENT OF EDUCATION, N.S.W.

Telephone _____

1974

The Acting Director of Teacher Education,
 Mitchell College,
BATHURST, N.S.W. 2795

Dear Mr Robinson,

Having received your letter regarding The Primary Teacher Education Programme offered at Mitchell College and the list of questions. The Primary and Infants staff of this school met, discussed and expressed views on your schedule of questions concerning Teacher Education.

For your information some of the comments are listed below.

1. Objectives

1. As we cannot anticipate the future with any degree of accuracy, and changes in systems can be taken care of by Inservice Courses, we feel that Teacher training should be preparing teachers for the existing system.
11. Essential personal qualities would include open mindedness, adaptivity, honesty of approach, sense of humour, being able to communicate, outgoing.
111. It is unrealistic for a Teacher Education Programme to expect to produce the "Complete Teacher". It could aim at producing a "Developing Teacher" and it cant go much beyond being the first stage of Professional development.

2. Content

1. Correct balance of divisions in content is difficult to decide, however this staff thought:
 Relevant Professional Studies 30%
 Field work 25% (Includes Pract. Teaching and any other related activites)
 Liberal studies 25%
 Pedagogical Studies 20%

11. Compulsion is considered necessary - except in liberal studies where choice of courses should be considered.
111. Suggest 2yrs. basic course and 1yr. where specialization can occur. This would place in schools, teachers with a high level of skill in certain areas, which could be used to advantage.

3. Method


1. 2 way communication is necessary on needs, methods, new ideas etc. could have liason officers appointed that help create effective communication. More Inservice training courses could help.
11. School experience could occur towards the end of the first year, after adequate professional and pedagogical studies have taken place.
To be of use to the student some follow up experience could be helpful and it is felt that considerable variety of experience should be given eg. covering the full range of children and schools (small schools to large 1st class schools)
111. We feel that in the past, too much clerical work has been expected from students. This has been obvious in the great lists of requirements and lesson note format. This work has caused them to be rushed and takes away the time they could spend in a variety of classrooms, acting out the role of a teachers help and getting the feel of what education and the school is all about.
The student should satisfy the requirements of the school, with the College adding their requirements only if they feel the students practice is becoming too limited - (eg. being left in one room for the duration etc.)
- 1V. Block practice is considered desirable ranging from 6 to 12 weeks - taking place early in the school year, with an opportunity for a later return visit to the school for evaluative and follow up activities.

It is also felt that the sandwich type approach could be valuable - with the student assuming the role of an additional staff member for a term or semester. The time spent in field work, could be increased each year of training.

4. Evaluation.

1. Could find no constructive ideas here. It was felt that the difficulties that had to be overcome in providing effective evaluation would be too great.
11. No, College examinations would only give a slight indication. The ability to pass exams doesn't correlate with teaching ability. However some evaluation of the Teacher Education Process would be necessary.

Yours faithfully,


Assistant Principal.

(9)

18th October, 1974.

Acting Director,
Teacher Education,
Mitchell College of Advanced Education,
BATHURST, 2795.

Dear Mr. Robinson,

We are in receipt of your letter dated 20th September requesting submissions re teacher education.

After discussion with the staff the following suggestions have been put forward.

Earlier experience in classroom (during first year of course, if not prior to course selection and commencement) e.g. acting as a teacher-aid, engaging in small group work with simple learning tasks; making a case study of an individual; unsupervised practice teaching.

More systematic observation over a period, with emphasis on student analysis and evaluation of techniques, aids, etc.

Micro teaching sessions using children.

Instruction in programming - General principles; programming in each subject.

Lectures, seminars and assignments specifically aimed at involving students in the making of "mock" programmes - with emphasis on a variety of approaches.

Assignments involving the students in compiling/making resource kits and aids, which may actually be used in the classroom after appointment.

Suggestions for "first-day" procedures.

More flexibility needed in courses selected by students - if a course is compulsory then it must be relevant to students' needs in terms of specific professional skills and values. Courses which are not directly related to these needs, could be chosen by individuals as electives, to be undertaken for their own personal interest and general development.

A more positive attitude by members of staff involved in teacher training programmes, towards the professional nature of teaching and the students with whom they are dealing.

More practice teaching (this could commence in second year).

Need for a greater number of electives, so that more subjects can be taken to a higher semester level, if desired.

An optional fourth year, for those wishing to complete a degree in Primary Education.

We trust these views will be of some help to you in reorganising your programme.

Yours faithfully,

.....
Primary Principal.

SAMPLE OF COMMENTS AND SUGGESTIONS
SHEETS RETURNED BY SCHOOLS AFTER
PRACTICE TEACHING
(1-16)

MITCHELL COLLEGE OF ADVANCED EDUCATION

TEACHER EDUCATION PROGRAMME

OBSERVATION AND TEACHING PRACTICE

①

COMMENTS AND SUGGESTIONS

1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook Section 6)
Liaison with the college was inadequate. We had 2 brief visits from lecturers towards the end of the practice. A meeting of the supervising teacher & the liaison officer at the beginning of the session would have been most helpful - particularly for those of us involved with a student teacher for the first time.

2. Supervision
3. Student Evaluation and Reporting
Notes from the college very helpful in these areas.

4. Method and Classroom Management
Lack of skill in classroom management was of major concern. Many well prepared lessons involving sound techniques were spoiled because the children became very restless & inattentive.

5. Specific Concerns
*1) Amount of work covered in my class during term, restricted somewhat by the presence of the student teacher.
2) General restlessness among many class members during practice.*

6. Suggestions (other than above)
Six weeks could be too long - a month I think would be better

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICE

②

COMMENTS AND SUGGESTIONS

1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

More assistance could be given to the students by the liaison officer in the form of more frequent and regular discussion sessions. Matters of personal grooming should be discussed with the students during college lectures rather than be left to teachers to discuss with the students.

2. Supervision

There is adequate provision in the classroom situation for this, with plenty of freedom allowed to the students for teaching practice, both by classroom teachers and liaison officers.

3. Student Evaluation and Reporting

The Teaching practice checklist is quite comprehensive in that it covers most aspects of the teaching model. It is a useful guide for final reporting on students.

4. Method and Classroom Management

These points have been thoroughly discussed in tutorial situation at college as is evidenced by students' use of them in practice situations. They provide a good theoretical teaching background for the students.

5. Specific Concerns

I feel that very few students understand the legal matters attached to this profession therefore more time in college tutorials should be devoted to this matter so that students understand all the responsibilities that they will have as teachers.

6. Suggestions (other than above)

More practice sessions are needed by students before this stage to give them opportunities for classroom contact. Even voluntary practice sessions are extremely valuable for this purpose - block sessions each week in schools near the college would be an advantage.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

3

1st Session Autumn 1975.
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6) Supervisors have too many students - we feel they need to visit more often and stay longer so as to see a series of lessons and perhaps discuss problems with class teacher.
2. Supervision
3. Student Evaluation and Reporting
4. Method and Classroom Management Not enough ideas - lacking in method - not enough practical application.
5. Specific Concerns It is essential for students to have practice periods before the 3rd year of training - preferably in 1st year. The ideal situation being $\frac{1}{3}$ of training period being devoted to practice teaching i.e. $\frac{1}{3}$ of each year.
6. Suggestions (other than above) 3rd year students as relief staff for teachers who'll be away for some time - Students who rate above average. Any 3rd year student should be given the opportunity to relieve in a classroom situation with a minimum supervision while less able students could be given opportunity for further practice in the classroom to gain confidence in teaching skills needing further development.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

4

 1st Session Autumn
 2nd Session Spring
19 75

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

College Liaison proved to be worthwhile and meaningful.

This was due to the Liaison Officer visiting the student and observing the student in action.

2. Supervision

The method of supervision employed during this practice session was practical and fruitful. This was achieved by the joint planning and evaluation of lessons taught by the supervising teacher and the student.

3. Student Evaluation and Reporting

a. THE SUPERVISING TEACHER'S PRACTICE TEACHING GUIDE.: This document whilst covering the full spectrum of teaching experience desired for a practice session, is too general in make up to be meaningful.

b. TEACHING PRACTICE CHECKLIST: This is a meaningful document as it identifies for the student those areas of teaching still to be experienced, and as such can be catered for.

c. TEACHING PRACTICE REPORT: A necessary document as it places a practice session in perspective for both the student and Mitchell College.

4. Method and Classroom Management
 Whilst students have a comprehensive knowledge of their selected field, there is need for knowledge of method to be employed in relation to those subjects which comprise the BASIC SKILLS (i.e. Mathematics and in particular English). This encompasses the ability to prepare and implement a programme for a week for a unit of work.

5. Specific Concerns

I feel that students need to be made more aware of their responsibility to the schools at which they are to teach, and the routine matters that they are likely to encounter at a school.

6. Suggestions (other than above)

I would like to see the SUPERVISING TEACHERS' PRACTICE TEACHING GUIDE replaced by a book or folder, in which comments and suggestions relating to lessons given by the student could be made.

The format of this could be the same as the GUIDE but would be a permanent record for the student.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

⑤

 1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

Closer contact with Classroom Teachers and Liaison Officer concerning College expectations of the Student.

2. Supervision

Emphasis should be on self evaluation - supervising Teacher should guide but not restrict the Students.

3. Student Evaluation and Reporting

Self evaluation is vitally important for their own proficiency.

4. Method and Classroom Management

5. Specific Concerns

Not sufficient fundamental knowledge of the teaching of the Basic Skills.

6. Suggestions (other than above)

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

⑥

 1st Session Autumn
 2nd Session Spring

1975

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

College supervisor appeared 2-3 times and was often late to see out lesson (I acknowledge the problem of travel - car etc) but is still disappointing to student and school. More need to see a full lesson and then evaluate & comment fully to student i.e. say 1 hr. for student.

2. Supervision

Staff of the school are happy to continue student supervision and feel that this is best method.

3. Student Evaluation and Reporting

Practice Teaching Guide is highly contradictory & vague. Need for more "down to earth" document and better terminology eg. does any teacher ALWAYS fit any of these questions? What is the difference between "seldom" and "rarely" etc.

4. Method and Classroom Management

For many years it has been evident that students need an earlier practice. They also need more guidance on the development of control.

5. Specific Concerns:

Lack of knowledge in curriculum and handbook eg. Students still appear NOT to know the correct writing style or numerals. This matter has been mentioned every year for at least 6 years!

6. Suggestions (other than above)

More practice sessions! Earlier in college course.

SCHOOL

SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

⑦

 1st Session Autumn
 2nd Session Spring 1925

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

Students should only be supervised from the college by lecturers with extensive classroom experience. Liaison on a weekly basis is sufficient.

2. Supervision

3. Student Evaluation and Reporting

Good - well structured. Perhaps something along the line of a progressive evaluation would be a good idea to show development & improvement. However, prose report is far superior to gradings.

4. Method and Classroom Management

5. Specific Concerns

6. Suggestions (other than above)

Third year is far too late for students to have such classroom experience. They need this experience continually during their college years.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

8

 1st Session Autumn
 2nd Session Spring

1975

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

Liaison officer to actually see student teaching in classrooms could prove more beneficial.

2. Supervision

Supervising teachers would appreciate carboned book (for comments) one for student — one for teacher.

3. Student Evaluation and Reporting

"As Above"

4. Method and Classroom Management

Increase method lectures. Also increase the practical aspects of teaching.

5. Specific Concerns 2 practice sessions in three years is inadequate

6. Suggestions (other than above)

- ① more practice sessions.
- ② more demonstration lessons.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

9

 1st Session Autumn
 2nd Session Spring

1925

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

If possible, Liaison Officer to spend more time in the classroom with the students. More suggestions re the remedying of student's difficulties should come from the expertise of the College Staff.

2. Supervision

Supervision by Class teachers works well, but more support re student's difficulties should come from the College.

3. Student Evaluation and Reporting

Adequate.

4. Method and Classroom Management

Needs a much more thorough treatment at the College. The lack of knowledge of Method and Classroom organization is the major fault of students today.

5. Specific Concerns

Refer to No. 4.

6. Suggestions (other than above)

More stress on Method and Management essential.

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

10

1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

Only satisfactory; only one of the four liaison officers actually saw the students in action in the classroom. There was no follow-up discussions.

2. Supervision

Satisfactory. I feel, though, that more supervision by the college would be desirable.

3. Student Evaluation and Reporting

Good.

4. Method and Classroom Management

I feel that the students definitely need a great deal of teaching method which they are not receiving at present. It is virtually impossible to give students a good grounding in the basics of reading and math method during a five week period. They should be receiving the basics, at least from the college, so that they could then attempt to put some of this method into action in the classroom. They would also come into the schools with at least some idea of what goes on. Students need some pre-knowledge of the specialised work of infant schools, in the methods, & the reasons for same.

6. Suggestions (other than above)

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

(11)

 1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

Barely adequate.

2. Supervision

by Mitchell Harrold
 Two visits & with no contact with school staff. No pre-warning, which is only polite. Should discuss student with staff who are working with him. Staff should sit in on these lessons also.

3. Student Evaluation and Reporting

Forms are adequate but continually refer to Handbook
 Forms should be simplified

4. Method and Classroom Management

Student handled himself well & was well in control at all times

5. Specific Concerns

Solid ability in all fields

6. Suggestions (other than above)

~~NEE~~ Could be more face to face contact between staff & Mitchell people. Whole affair is very loose.

SCHOOL

School

SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

12

1st Session Autumn 19__
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6) *If college liaison is regarded as being important it could be improved - there was little contact between the school & the college*
2. Supervision, *Whilst a permission of the student teacher is necessary it creates an artificial atmosphere in the class, re discipline & thus to an extent negates its value.*
3. Student Evaluation and Reporting, *Some of the comments by supervising teachers are required to make I regard as less relevant & theoretical.*
4. Method and Classroom Management
This had been commented on elsewhere
5. Specific Concerns *Beaming in mind Mr. [redacted] is still a student, he is satisfactory. However more variety in approach & a stronger discipline (which almost seem to be hallmarks of student teachers anyway) is necessary.*
6. Suggestions (other than above)

SCHOOL  SIGNATURE 

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

13

1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

I feel that this aspect of the practice session could be greatly improved. I can't see any benefit to either student or supervising teacher, in one weekly visit by the liaison officer, as this is often too long for any useful follow-up to suggestions. I think it would be a great benefit to all concerned if a provision could be made to make these visits smaller. P.T.O.

2. Supervision

The teacher, on whose class a student is to be placed should be given a plan of what is expected in simple terms. Students should know what is expected of them in the same simple specific terms. As much of the supervision is being done by the teachers, could the lesson officers act more as advisers?

3. Student Evaluation and Reporting

The requirements here should be realistic. The profile sheet covers many items and its completion in its present form makes it difficult at times to (a) meet requirements of the College and (b) to be helpful and just to the student.

4. Method and Classroom Management in simpler terms.

From observation and discussions with the students I would strongly suggest that the college give positive tips on classroom control and various means of motivating children. Stress should also be placed on the importance of a good, interesting introduction to a lesson. Students should have a sound knowledge of various types of lessons.

5. Specific Concerns and of the school curricula

Students need more school experience to enable them to "take a class at all levels". They must be made aware that groups don't just form themselves and that group teaching may involve as much as five different preparations.

6. Suggestions (other than above)

Emphasis should be placed on the use of the chalkboard. Regular practice at college and during practice teaching sessions to attain a reasonable standard in handwriting, should be stressed. ^{involve} that students equip themselves with programmes, record cards, etc. a discuss information, equipment at college.

SCHOOL SIGNATURE

The word 'should' in the Handbook needs to be replaced with 'must' in order to ensure that students understand the importance of this.

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

14

 1st Session Autumn 1955
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

I feel that although a liaison officer regularly attended our school, that insufficient information had been given to him regarding this teaching practice. As a result he was often unable to give answers which we were seeking. Liaison officers need to be better informed as regards requirements.

2. Supervision of teachers and practising students.

My role as supervisor has been made much easier because my student had a good basic grounding of lesson preparation and concept development of young children. Much less time was wasted explaining ~~what to do in previous practicals~~ ~~what to do in previous practicals~~.

3. Student Evaluation and Reporting

Self-evaluation has been excellent by students. I found the "Supervising Teachers Checklist" very helpful in assessing and writing a final report.

4. Method and Classroom Management

I found that students were better informed on classroom management than in previous years. They had far more knowledge of lesson preparation, strategies and use of teaching aids.

5. Specific Concerns

More time could be devoted to language skills, and methods of achieving continued development in language, questioning techniques.

6. Suggestions (other than above)

My personal opinion is that students need to have more training in Art, Music and P.E. instead of specialising in only one field.

SCHOOL

SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATIONTEACHER EDUCATION PROGRAMMEOBSERVATION AND TEACHING PRACTICECOMMENTS AND SUGGESTIONS

15

1st Session Autumn 1926
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

The system of 'liaison Officer' visits very good in theory; perhaps more time in each school to allow time for teacher/officer discussion.

Printed information & guides excellent.

2. Supervision

The "in-school" supervisor system practical, and gives the supervising teacher status. Probably greater teacher/liaison co-ordination necessary.

3. Student Evaluation and Reporting

Very well planned. Good guidance.

4. Method and Classroom Management

I am doubtful about the system of giving young people opportunity to 'feel' these areas in practice only at the end of their training course; I feel that a person with this amount of college training behind him should have this

5. Specific Concerns

"feel" of general classroom management established for more security.

6. Suggestions (other than above)

SCHOOL SIGNATURE

MITCHELL COLLEGE OF ADVANCED EDUCATION

TEACHER EDUCATION PROGRAMME

OBSERVATION AND TEACHING PRACTICE

COMMENTS AND SUGGESTIONS

16

 1st Session Autumn 1975
 2nd Session Spring

The principle of sequential experiences leading up to a full Semester of Method Studies and Teaching Practice in Stage V seems to be the most suitable for pursuing desirable aims of the education of student teachers within the circumstances limiting the range of alternatives open to the College (see Handbook, Section 1). "Feedback" from supervising teachers and heads of schools/departments plays an essential part in the continuing evolution of our structure and procedures. Comments would be welcomed on any aspects of teaching practice but particularly on the items shown:

1. College Liaison (See Handbook, Section 6)

I feel that this aspect of the practice session could be greatly improved. I can't see any benefit to either student or supervising teacher, in one weekly visit by the liaison officer, as this is often too long for any serious follow-up to suggestions. I think it would be a great benefit to all concerned if a promise could be made to make areas smaller. P.T.O.

2. Supervision

The teacher, on whose class a student is to be placed should be given a plan of what is expected in simple terms. Student should know what is expected of them in the same simple specific terms. As much of the supervision is being done by the teachers, could the liaison officers ^{and make us advisers} be helpful and just to the student?

3. Student Evaluation and Reporting

The requirements here should be realistic. The profile sheet covers many items and its completion in its present form makes it difficult at times to assess requirements of the college and be helpful and just to the student.

4. Method and Classroom Management in simpler terms.

From observation and discussions with the students I would strongly suggest that the college give positive tips on classroom control and various means of motivating children. Stress should also be placed on the importance of a good, interesting introduction to a lesson. Students should have a sound knowledge of various types of lessons.

5. Specific Concerns

and of the school curricula
 Students need more school experience to enable them to "take a class at all levels". They must be made aware that groups don't just form themselves and that group teaching may involve as much as five different preparations.

6. Suggestions (other than above)

Emphasis should be placed on the use of the chalkboard. Regular practice at college and during practice teaching sessions to attain a reasonable standard in handwriting, should be stressed. ^{inward that students} ~~inward that students~~ ^{organised at college} ~~organised at college~~ ^{with programmes, record cards, etc} ~~with programmes, record cards, etc~~

SCHOOL

SIGNATURE

The word 'should' in the Handbook needs to be replaced with

SAMPLE OF STUDENT TEACHERS' COMMENTS
ON PRACTICE TEACHING EXPERIENCE
(1-15)

STAGE V

TEACHING PRACTICE

1

NAME [REDACTED] Autumn First Session
 Spring Second Session
 SCHOOL [REDACTED] DEPT. INFANTS

General Comments on your experience: All good. All staff extremely accepting and friendly, also helpful. Whole of school had a pleasant atmosphere (though cold due to fuel and power strikes). Children were basically young and not very bright, but good to work with. I was given as much freedom and help as I needed. Liason officer helpful. I learned a lot.

TEACHER EDUCATION SECRETARIAT

STAGE V

TEACHING PRACTICE

2

NAME [REDACTED] Autumn First Session
 Spring Second Session
 SCHOOL [REDACTED] DEPT. Primary

General Comments on your experience: Teacher had little regard for Mitchell College and seemed determined that she would get her own back after a remark made concerning "traditional" teachers at a conference - Glad to finish

TEACHER EDUCATION SECRETARIAT

STAGE V

TEACHING PRACTICE

3

NAME [REDACTED] Autumn First Session
 Spring Second Session
 SCHOOL [REDACTED] DEPT. [REDACTED]

General Comments on your experience: I was placed in charge of 16 children. The other teachers helped me after school time but did not have time to supervise any of my lessons. I could do whatever I wished with the provided I got through some set work -

STAGE V

TEACHING PRACTICE

4

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT.

General Comments on your experience: *I would have preferred to have been on one class all the time. Rather than with 3 different classes, as each were at different levels and it proved difficult to know each child as an individual.*

TEACHER EDUCATION SECRETARIAT

STAGE V

TEACHING PRACTICE

5

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT. *SOCIAL SCIENCE*

General Comments on your experience: *After the first two weeks I was finding it difficult but at the end of the session I was quite happy - Very few of my lessons were supervised.*

TEACHER EDUCATION SECRETARIAT

STAGE V

TEACHING PRACTICE

6

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT.

General Comments on your experience: *VERY PLEASING & REWARDING, TEACHER SHOWED CONCERN TO HELP ME. HOWEVER, I DISAGREE WITH TEACHERS CHOICE IN TIMES WHEN TO & WHEN NOT TO PRAISE PUPILS, INCONSISTENT IN COMMENDATION OF BEHAVIOUR.*

7

STAGE V

TEACHING PRACTICE

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT.

General Comments on your experience: *The experience was... a valuable one but it was restricted to a fair extent to follow the layout for the class as far as work was concerned... they had stencil books for every subject and I had to continue using them*
outline of interesting experiences which were not anticipated.

TEACHER EDUCATION SECRETARIAT

8

STAGE V

TEACHING PRACTICE

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT.

General Comments on your experience: *Personality Clash between teacher and myself - made it uncomfortable in the classroom because of different teaching styles and class's reaction.*

TEACHER EDUCATION SECRETARIAT

9

STAGE V

TEACHING PRACTICE

NAME Autumn First Session
 Spring Second Session

SCHOOL DEPT.

General Comments on your experience: *It certainly gave me another insight into teacher's attitudes about children and teaching, especially after having the very devoted nuns at Comaranda. The children and the town were also completely different. The kindergarten teacher I had for 2 weeks was most helpful.*

10

STAGE V

TEACHING PRACTICE

Autumn

First Session

NAME

Spring

Second Session

SCHOOL

DEPT.

General Comments on your experience: *..... The school provided very good experience. However due to a slight difference in opinion and methodology with my supervising teacher, the effectiveness of the prac. was minimal.*

TEACHER EDUCATION SECRETARIAT

11

STAGE V

TEACHING PRACTICE

Autumn

First Session

NAME

Spring

Second Session

SCHOOL

DEPT.

General Comments on your experience: *..It was fairly good and I learnt a lot but my class was very traditional and I found it hard to try new ideas. I was left on my own completely for most of the time.*

TEACHER EDUCATION SECRETARIAT

12

STAGE V

TEACHING PRACTICE

Autumn

First Session

NAME

Spring

Second Session

SCHOOL

DEPT. *Infants*.....

General Comments on your experience: *..This was a very worthwhile practice. I learnt a great deal from it. The staff all completely accepted and co-operated with the Mitchell students at the school.*

13

STAGE V

TEACHING PRACTICE

NAME

Autumn

First Session

Spring

Second Session

SCHOOL DEPT. *Primary*

General Comments on your experience: *Plenty of time spent teaching -*

I taught full time for most of the 5 weeks. However,

I was rarely observed by the class teacher, who therefore

could not really give me any constructive criticism. I would

have liked to observe the class teacher using a variety of approaches for differ

*Outline of interesting experiences which were not anticipated: *observed 3 directed Maths lessons.**

The class teacher was also the school principal &

far too involved with other school & social activities to cope

adequately with a student teacher.

TEACHER EDUCATION SECRETARIAT

14

STAGE V

TEACHING PRACTICE

NAME

Autumn

First Session

Spring

Second Session

SCHOOL DEPT.

General Comments on your experience: *Headmaster was anti-*

students - other members of staff more

agreeable.

TEACHER EDUCATION SECRETARIAT

15

STAGE V

TEACHING PRACTICE

NAME

Autumn

First Session

Spring

Second Session

SCHOOL DEPT.

General Comments on your experience: *really beaut staff and*

class to work with. They were helpful in every

way - especially the headmasters.

APPENDIX 4DERIVATION OF AGREEMENT SCORES

Derivation of Agreement Scores

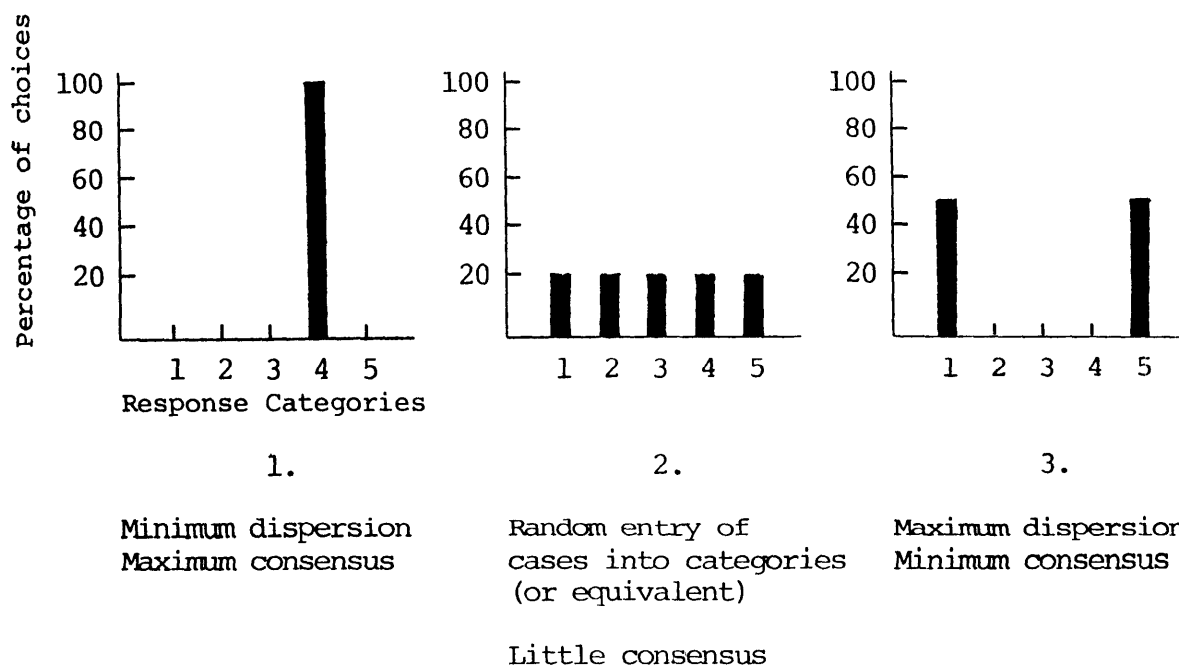
The statistic used to measure the degree of agreement amongst the members of the various respondent groups was a measure of ordinal consensus developed by Professor R.K. Leik of Washington University.* Since, to the writer's knowledge, this measure has not been used in Australian educational research, a brief description of it follows based on Leik's detailed explication of the development of the statistic.

The measure was devised specifically to cater for the oft-recurring situation in educational and sociological research where questions or statements provide a series of ordered options from which the respondent chooses one that most closely reflects his view; on occasions it is desired to know the extent to which the subjects of the investigation agree in their responses. The question asked therefore is, 'How much consensus is there among or between the groups being studied?' Consensus is seen here primarily as a sociological variable and one that might usefully be operationalised.

To measure consensus necessitates measurement of the dispersion of the responses of a group. Perfect (ie, 100%) consensus occurs where there is no dispersion at all in the subjects' responses. As dispersion increases consensus declines through a point akin to random entry of responses (ie, where, on the typical 5 point scale, 20% of the responses are found in each category), to a situation of maximum dissensus reflected by two equal sets of polarised responses.

This might be graphically represented thus, assuming the Likert-type 5-response categories used in this study:

* Leik, R.K., 'A Measure of Ordinal Consensus', Pacific Sociological Review, No.9, Fall 1966, pp.85-90.



Consensus then is conceived of as an inverse function of dispersion which, in turn, may be thought of as a function of the average distance between the choices of a pair of respondents since this average distance can be shown to be maximal for the bi-polar case.

The assumption made here however is one of equal intervals between items or scales for the response categories. A problem may arise where the assumption is invalid. In such a case use of the variance or standard deviation may result in error. Difficulty also arises with, for example, use of the index of qualitative variation which may not distinguish between quite different answer distributions because of the irrelevance to a nominal classification scheme of category order.* What is needed therefore is a procedure for measuring degrees of dispersion that does not violate the ordinal-but-not-necessarily-equal-interval nature of the options.

In response to this Leik developed a measure based on the cumulative relative

* Leik, *op.cit.*, p.85, gives an example of this: if two samples reveal the following distributions - 50%, 0%, 0%, 0%, 50% and 50%, 50%, 0%, 0%, 0% then the first sample shows maximum polarity whereas the second shows a considerable degree of consensus. The index of qualitative variation however, fails to distinguish between these.

frequency distribution which accurately reflects the degree to which responses are spread over the available choice categories and which is free of sample size, number of choice options, central tendency, and assumptions about intervals between choices. The procedure is as follows:

- (i) assume, for illustrative purposes, a distribution of responses over a 5-point scale with 200 respondents ($n=200$) of 60, 80, 40, 20 and 0 corresponding to the actual categories used in this study, viz. (1) definitely should (2) preferably should (3) may or may not (4) preferably should not (5) definitely should not.
- (ii) the proportion of responses in each category ($\frac{f_i}{n}$) is found and expressed decimally to two places:
 .30, .40, .20, .10 and .00
 and from this the cumulative frequency distribution (F_i) is formed:
 .30, .70, .90, 1.00, 1.00.
- (iii) for each response category a difference (d_i) is calculated such that it will equal the cumulative proportion of responses to that point when the proportion is .50 or less, and will equal 1 minus the proportion where the proportion exceeds .50; i.e., $d_i = F_i$ where $F_i \leq .50$ and $1 - F_i$ otherwise. For the example used here the d_i 's would be:
 .30, .30 (i.e., $1 - .70$), .10, .00 and .00
 giving $\sum d_i = .70$ when the differences are summed.
- (iv) bearing in mind that it can be shown that Maximum $\sum d_i = \frac{1}{2} (m-1)$ for m categories, an appropriate measure of ordinal dispersion (D) can be defined thus:

$$D = \frac{d_i}{\text{Max } d_i} = \frac{2 \sum d_i}{m - 1}$$

and from this a measure of ordinal consensus is defined as $1 - D$ (i.e., since consensus can be conceived of as a lack of dispersion, it is defined as the complement of D).

(v) since the value of D for a rectangular distribution (i.e., where there are $\frac{n}{m}$ observations per category) varies from 1.0 to .5 as m goes from 2 to ∞ , an alternative conceptualisation of ordinal consensus as the extent of improvement over random entry results in possibilities of less than random entry - or dissensus beyond random entry. A general expression allowing comparison of observed departure from Random D to the range of possible departure from Random D is:

$$\frac{\text{Random } D - \text{Observed } D}{k}$$

where $k = \begin{cases} \text{Random } D & \text{if } \text{Random } D - \text{Observed } D \geq 0 \\ 1 - \text{Random } D & \text{otherwise} \end{cases}$

This expression yields a theoretical range of 2 - from maximum consensus (1.00) where the observed positive departure from Random D equals the maximum possible positive departure, through what is the equivalent of random entry (0.00), to maximum dissensus (-1.00) where the observed negative departure from Random D equals the maximum possible such departure. Thus dissensus is thought of as moving in the opposite direction from consensus with a random distribution of cases being taken as the most reasonable point to represent neither consensus nor dissensus. The expression thus indicates whether observed data show greater than chance consensus or greater than chance dissensus and has in either case ratio scale properties. Its advantage over the equation Ordinal Consensus = $1 - D$ is that it avoids the situation - a seductively misleading one quite possibly - where zero consensus can be equated with maximal opposition.

- (vi) For the example used here then, the necessary computations are set out below:

Response Category	f_i	F_i	d_i
(1) Definitely should	60	.30	.30
(2) Preferably should	80	.70	.30
(3) May or may not	40	.90	.10
(4) Preferably should not	20	1.00	.00
(5) Definitely should not	0	1.00	.00
	200		$\sum d_i = .70$

Bearing in mind that, as m , the number of answer categories, increases, the value of D associated with $\frac{n}{m}$ cases per category approaches .5 only reaching that value for $m = \infty$, it can be shown that if m is odd, then

$$D = \frac{m + 1}{2m}$$

This yields a value for Random D of .6 where there are 5 response categories.

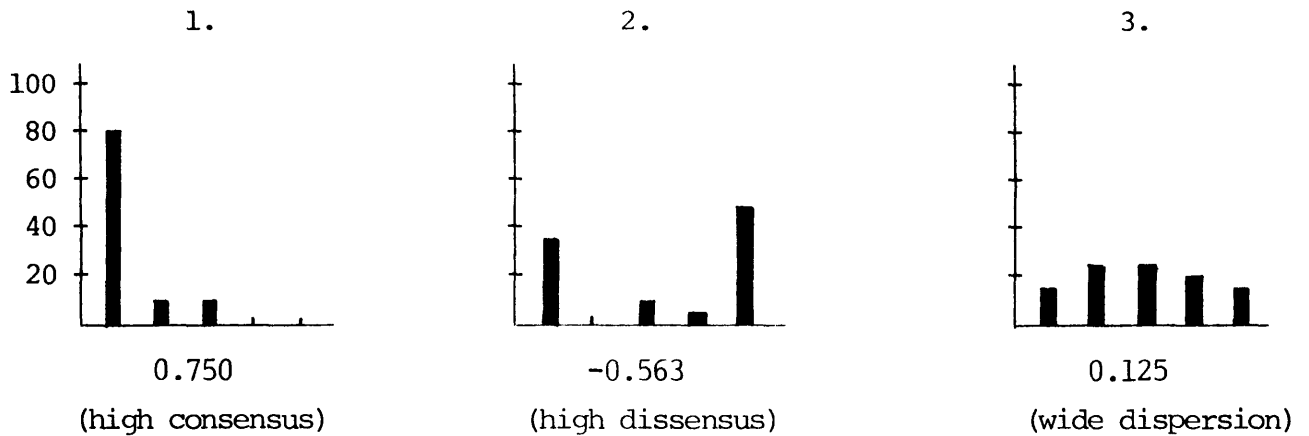
Returning to the table above:

$$\frac{\text{Random } D - \text{Observed } D}{k} = \frac{.6 - .35}{.6} \quad \begin{array}{l} \text{(N.B. 'k' here = Random } D \\ \text{(since, in this case,} \\ \text{Random } D - \text{Observed } D \\ \text{(> 0)} \end{array}$$

$$0.417.$$

This statistic then, reflects the degree of agreement amongst the respondents for the distribution above.

To facilitate grasp of the use of the statistic in subsequent tables, three imaginary distributions are shown graphically below with the statistic (the agreement score) calculated for each. One distribution shows high consensus, one high dissensus and one shows a widely dispersed set of responses over all response categories. In each case 5 response categories have been assumed and respondent groups of 100:



The actual frequencies per response category for these distributions were:

80, 10, 10, 0, 0 for distribution 1,
 35, 0, 10, 5, 50 for distribution 2,
 and 15, 25, 25, 20, 15 for distribution 3.