

CHAPTER 5

RESULTS AND DISCUSSION OF HIGH OVERALL EFFICACY (HOE) INTERNS

This chapter is the first of three within-case Results and Discussion chapters, prior to Chapter 8 Overall Results and Discussion in which cross-case analysis is discussed. This chapter presents findings from the interviews of eight High Overall Efficacy (HOE) interns as identified through purposeful sampling. Each intern is presented as a case study in which the LEARnT theory (Jones, 2009) framework (reproduced in Figure 5.1) provides an a priori template of codes for analysing and discussing the inter-relationships between each HOE intern’s prior **L**earning, **E**fficacy and **A**ction, **R**eflection and **T**heory making, and determines characteristics of a transformative, adaptive or reflex-ive approach to learning as outlined in the LEARnT theory model discussed fully at the end of Chapter 3. At the same time, as discussed in the methodology chapter, considerable thought was given to the refinement of LEARnT theory’s explanatory power as well as to its deficiencies in that regard.

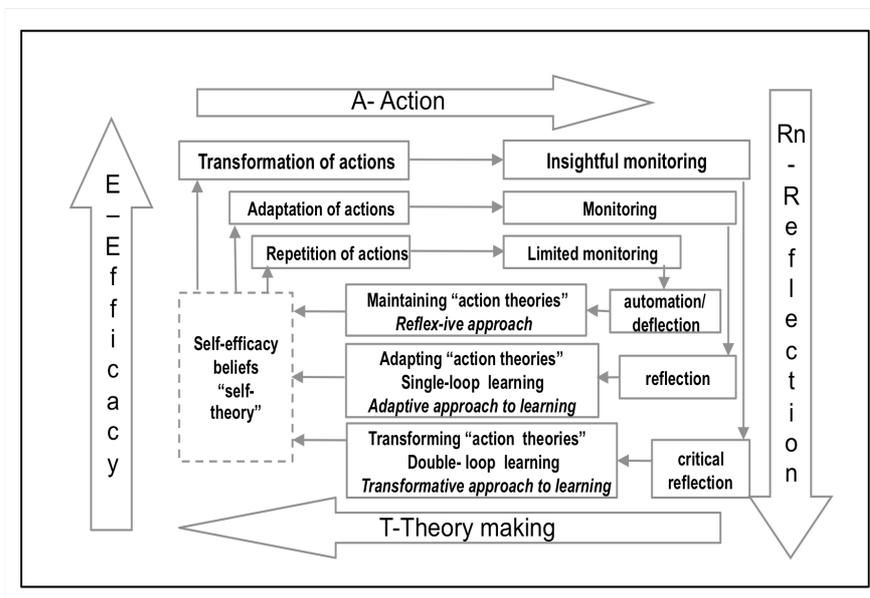


Figure 5.1: *LEARnT theory model (Jones, 2009)*

Table 5.1, the HOE Case Study Summary following, provides an introduction to each HOE intern. HOE interns have a variety of entry points, additional competencies, significant challenges, and approaches to learning.

Table 5.1: HOE Case Study Summary

Context/ Support	Intern/ Gender/ Age	Entry into BEd	Additional Competency area	Most challenging experience (within NSW IT, 2005)	Approach to learning
Problem- atic/High support	HOE 131 Male 22	PR Scheme	None	Standards 5.1.7 and 5.2.7: Managing student aggression in classroom. Ethical: Need for intern' "rights" to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher' rights to be included in Element 7.	Transform- ative
Problem- atic/High support	HOE 125 Female 21	PR Scheme	None	Standards 5.1.7 and 5.2.7: Managing student aggression and defiance in an assembly.	Transform- ative
Problem- atic/High support	HOE 109 Female 22	UAI	None	Standards 2.1.5 and 2.2.5: Meeting the learning needs of a Special Needs student and those of the class	Reflex-ive
Problem- atic/High support	HOE 184 Female 21	PR Scheme	None	Lack of respect by teaching staff of her contribution to professional discussion regarding differentiating the curriculum (Standard 6.1.4)	Transform- ative
Problem- atic/Low support	HOE 180 Female 31	Mature Age	Natural Resources management career	Standards 5.1.5 and 5.2.5: Managing student behaviour and getting the necessary support from school executive staff. Ethical: Need for intern' "rights" to support stipulated in Internship Handbook, and for teacher' rights to be included in Element 7.	Transform- ative
Non- problem- atic/High support	HOE 141 Female 23	PR Scheme	Physical Education (PE)	Standards 2.1.3 and 2.2.3: Applying different approaches to enhance students' spelling of a nonsense word for a performance.	Reflex-ive
Non- problem- atic/High support	HOE 124 Male 22	PR Scheme	None	Standards 3.1.2 and 3.2.2: Planning and implementing COGs unit to engage students and achieve the syllabus learning outcomes.	Adapt-ive
Non- Problem- atic/High support	HOE 151 Female 23	TAFE Cert III Transiti on course	Special Ed & Member of Council for Exceptional Children	Standards 6.1.7 and 6.2.7: Action research to understand and implement strategies to address the learning needs of students with Autism (Standards 2.1.5 and 2.2.5).	Transform- ative

The following section provides a detailed overview of the case study structure.

STRUCTURE OF HOE INTERN CASE STUDIES

The Case Study Analysis Template, labelled Table 5.2, provides the structure for each case study within this chapter and the next two.

Table 5.2: Case Study Analysis Template

<p>Introduction The introductory section of each Case Study contains information about the gender, age, and means by which the intern teachers entered the Bachelor of Education. It also includes: any additional competencies the intern may have possessed and used; the most challenging experience the intern faced which is categorised within Elements of the New South Wales Institute of Teachers Professional Teaching Standards (NSW IT, 2005); and, then examines the approach the interns took to their learning, as they endeavoured to resolve the challenge.</p> <p>Internship context Insight is given into the classroom and school context in which the intern’s teaching and learning occurred. To what extent are these contexts problematic or not problematic?</p> <p>Internship support The intern’s perceptions of the support they received were examined to better understand the impact on their learning.</p> <p>Intern as teacher and learner The intern’s learning is analysed based upon LEARNt theory (Jones, 2009). An a priori template of codes is used to analyse each intern teacher’s learning, in terms of prior <u>L</u>earning, <u>E</u>fficacy and <u>A</u>ctions, and <u>R</u>eflection and <u>T</u>heory making.</p> <p>Prior Learning Prior learning was considered important to the purposes of this study because the BEd (Primary) intern teachers bring to their internship uncritically assimilated habits of mind, within their “meaning perspective” (Mezirow, 1991). Interns’ habits of mind are evidenced in their points of view. Points of view are comprised of meaning schemes or schemas, including philosophies or theories of practice, teaching and/or learning (referred to as “action theories” in LEARNt theory). Interns’ schemas were formed: as students in schools (Lortie, 1975), during teacher education coursework, and tacitly in practicum (Millar, et al., 2002). Schema is underpinned by core beliefs (Korthagen & Vasalos, 2005).</p> <p>Efficacy and Action An intern teacher’s meaning perspective (Mezirow, 1991) is threatened when habits of mind and/or schema are brought into question; this often generates states of acute and/or persistent cognitive dissonance (Festinger, 1957). Since the meaning perspective is surrounded by emotions, is “emotionally charged, and often strongly defended” (Mezirow, 2000b, p. 18); dissonance has an impact on interns’ efficacy and actions. Positioned outside the emotions is the comfort zone (Illeris, 2009) in which the individual is comfortable to operate and to reflect.</p> <p>Reflection informing Theory “The outcome of reflection is learning” (Mezirow, 1981, p. 3): the nature of intern teachers’ learning is evidenced in their reflective practice. The intern teacher may experience a comfort zone for reflection at:</p> <ol style="list-style-type: none">the inner levels of their beliefs, identity and sense of mission (Korthagen & Vasalos, 2005), in which case “premise reflection” (Cranton, 2006; Mezirow, 1995) or critical reflection takes place; and/orthe outer levels of their responsibility for managing the environment, and their behaviour and competencies (Korthagen & Vasalos, 2005), in which case “content and process reflection” (Cranton, 2006; Mezirow, 1995) or non-critical reflection occurs (internal locus of control, Weiner, 1972); or atan exterior level in which the environment, and the behaviour and competencies of others is seen as something to emulate or to blame (external locus of control, Weiner, 1972), in which case non-reflection and non-learning may be evidenced. <p>The LEARNt theory (Jones, 2009) framework proposes that the nature of learning can be understood in terms of transformative learning through critical reflection, adaptive learning by means of non-critical reflection, and/or reflex-ive learning due to non-reflection. Analysing interns’ interview transcriptions in the light of these three approaches to learning is crucial to answering the research question.</p>
--

Each case study will now be presented in the order set out in Table 5.1. HOE interns in problematic contexts with high levels of support are discussed first; followed by

HOE interns in problematic contexts with low levels of support, HOE interns in non-problematic contexts with high levels of support and, finally, HOE interns in non-problematic contexts with low levels of support.

HOE INTERNS IN PROBLEMATIC CONTEXTS WITH HIGH LEVEL OF SUPPORT

Four highly efficacious interns found their internship contexts to be problematic: HOE 131, HOE 125 and HOE 109 due to the learning and/or behaviour needs of the students, and HOE 184 because of the “lack of respect” of the teachers other than her mentor teacher. All interns experienced empowering levels of support from various stakeholders within their internship school communities. However, HOE 184 only experienced high levels of support from her mentor teacher, not from other stakeholders in the school community. These HOE interns are discussed in the following order: HOE 131, HOE 125, HOE 109, and HOE 184.

HOE 131 CASE STUDY

Introduction

HOE 131 was a 21-year-old male intern who entered the BEd (Primary) program through the Principal’s Recommendation (PR) Scheme². He did not have a specialisation in addition to the coursework of the degree. His greatest challenge was managing the defiant behaviour of a student (Standards 5.1.7 and 5.2.7, NSW IT, 2005). HOE 131 experienced an acute state of cognitive dissonance but undertook a double-loop process to achieve epochal transformative learning in response to the situation.

Internship context

HOE 131 undertook his internship in a medium-sized Department of Education and Communities (DEC, public) school, in a regional city. He described the diverse nature of his school and Kindergarten class:

The school I am in has about 220 students. There’s a Special Education unit ... I have 20 Kindergarten kids ... three are Aboriginal ... two have autism ... a broad spectrum of special needs ... from those who can’t read and write ... to kids at a Year 2 level.

² The Principal’s Recommendation Scheme (PR Scheme) is a program that allocates a place at UNE to current Year 12 or equivalent students based on their school’s recommendation rather than their final marks or UAI.

Internship support

HOE 131 recounted the all-encompassing level of support he received, the high collective efficacy of the staff, his strong sense of belonging, and the opportunities he had to contribute to professional discussion:

It's been the most welcoming staff I've ever worked in, I've felt part of the staff ... it's a very dynamic team. There's a lot of sharing of ideas between all staff ... they help you out ... invite you into their classrooms ... involve you in conversations ... The principal's extremely supportive ... The parents speak to you like you are a teacher!

HOE 131 had a high sense of teacher efficacy as determined by the preliminary efficacy analysis and evidenced in his introductory statements. His developing teacher identity was being affirmed.

HOE 131 as teacher and learner

Prior Learning

Assumptions and expectations within HOE 131's habits of mind became evident in his introduction to his most challenging experience:

One of the boys, who had Aspergers, set his mind on a particular task I'd given to a student who had been cooperating ... he chucked a little tantrum and I said, 'Look, this is what needs to be done. We don't always get our own way.' Usually ... you can leave him and he'll cool down.

In rewarding the "cooperating" student, and holding his ground with the student demonstrating defiant behaviour, the intern was enacting beliefs about his role as teacher.

Efficacy and Action

However, as a crisis-like situation unfolded, the emotions surrounding HOE 131's meaning perspective enlarged (see Figure 3.1). The threat of chaos loomed: the intern moved from "I wasn't too concerned", believing that he held the solution, to the point of asking, "What will I do?"

Reflection informing Theory

In the interview it was clear that HOE 131 astutely monitored (reflection-in-action, Schön, 1983) the situation, the student, and his own behaviour. In the initial stages HOE 131's habits of mind regarding "what teachers do", and his self-efficacy belief for putting this into action, were sufficient for dealing with the dilemma:

I said, 'Look, get started now, or you'll be doing it at lunch time' and he said, 'No, I'm not doing it!' We got to the end of the lesson ... he was still refusing ... I said 'You'll have to come

in at lunch time' but he said 'I'm going to do it and I'm going to do it now!'... I said, 'No!' At that stage he drew out a pencil ... I wasn't too concerned at first ... I pretended to ignore him, to let him cool down. I watched him out of the corner of my eye ... his hand went down and I moved over and removed the pencil.

As the student's defiance escalated, however, the impasse provided the impetus for HOE 131 to start to question his efficacy for dealing with the immediate challenge:

When he grabbed another pencil and tried to break it ... I realised how crazy he'd become and I was somewhat fearful he'd do something to another kid ... I was at the point of thinking 'What will I do?'

HOE 131's state of cognitive dissonance peaked as his habits of mind about "what teachers do" and his self-efficacy beliefs to handle the escalating situation proved inadequate:

I really don't know what other things I could have done, other than giving him his own way. I remained calm with him and that didn't work, and I tried being more stern, but there was no reasoning with him ... My teacher came over and grabbed the kid and said to get backup ... when I came back with the Principal, the student was screaming an ear-piercing squeal and the other kids were getting scared ... the principal said to evacuate the room ... eventually she dragged him down to the office.

His urgent need to understand and order the meaning of his experience and avoid the threat of chaos (Mezirow, 2000b, p. 6) necessitated a pragmatic and justificatory concentration on himself as a teacher (Frid, 2000). HOE 131 became aware of the necessity to change in order to get any further (Illeris, 2003). Therefore, he dialogically reflected with his mentor teacher and the principal, who gave him verbal reassurance:

They both said I had done exactly what they would have done!

He also drew upon the corpus of professional knowledge and learnt more of the "rules of inquiry" (Schön, 1983, p. 40) inherent within the teaching profession, namely:

I've learnt how easily a situation can escalate ... You have to be mindful of how it is going to impact on the other students as well ... There is the support there! ... All teachers have that to call on someone once something happens ... I hadn't thought of that.

From these interactions HOE 131 assimilated points of view (adaptive learning), the first loop of double-loop, transformative learning (see Figure 3.2).

However, the intern's learning did not stop with himself and his own survival. Through critical reflection, HOE 131 transformed problematic taken-for-granted frames of reference (habits of mind) into beliefs that were more true and justified

(Mezirow, 2000a, p. 7). He emerged with a more astute “concentration on the student” (Frid, 2000, p. 331), and this was to guide his teacher behaviours:

It’s been great since ... even though it was rather climactic for the little fellow ... there was a suspension ... there was a lot of learning came out of the situation. The student has returned and it’s going well. He struggles a lot with change, he gets very stressed and we’re trying to build the skills to give him control ... so he can make choices so that he doesn’t do that again ... A lot of it comes down to knowing your students, so that you can target them to the best of your ability.

Through critical self-reflection and subjective reframing, HOE 131 arrived at “more inclusive, discriminating” (Mezirow, 2003, pp. 58-59) habits of mind:

I don’t think that there’s really something that you can teach to prepare interns for that kind of experience, you’ve got to use your common sense because every incident is going to be different.

This epochal transformative learning equipped the intern with the meta-cognitive capacity to critically reflect and respond flexibly and with generosity (Brokenleg & van Bockern, 2003; Kauffman, 2000), and to do so in the diverse challenges to come.

HOE 125 CASE STUDY

Introduction

HOE 125 was a 21-year-old female undertaking her internship in a large Department of Education and Communities (DEC) public school. She entered the BEd (Primary) program through the Principal’s Recommendation Scheme and did not implement an additional competency area within her internship. HOE 125 experienced acute dissonance and took a transformative approach to resolving her most challenging experience: demonstrating knowledge of, and implementing, practical approaches to managing student behaviour in an Assembly (Standards 5.1.5 and 5.2.5, NSW IT, 2005).

Internship context

In her description of the school context there is evidence of assumptions within her habits of mind coming into question:

My Internship was at a large primary school ... I had a Year 5/6 class, about a third of the students were Aboriginal and almost all the students were from disadvantaged backgrounds ... I was pretty naive and I didn’t realise that children ... have even worse backgrounds than I imagined.

Internship support

Like HOE 131, HOE 125 enjoyed high levels of support, a sense of belonging and opportunities to contribute. The confidence of her mentor teacher and the independence she experienced, enlarged her already high teacher efficacy:

I got on with my supervising teacher wonderfully ... she'd only been out of uni seven years herself! After two weeks of teaching she said, 'You're fine to go!' ... So I taught the eight weeks ... with staff, I was able to put forward my point of view.

HOE 125 as teacher and learner

Prior Learning

HOE 125's habits of mind regarding how students should behave in assemblies, and her role as the teacher in ensuring these behaviours, was evidenced in her point of view:

I was supervising in a Stage 3 Assembly ... this student was talking throughout it ... I asked him to stop talking and to move away, and that's when he got violent ... he tore pages out of the song booklet and threw it down on the floor.

Efficacy and Action

Initially HOE 125's efficacy for "acting like a teacher" (Furlong & Maynard, 1995, p. 183) and controlling the inappropriate behaviour of the student was high. However, she quickly experienced a sense of anxiety when she realised that "asking him to stop" was ineffective.

Reflection informing Theory

Unable to make meaning and avoid the threat of chaos, HOE 125 found that the emotions surrounding her meaning perspective became more highly charged (see Figure 3.2). The intern's reflection-in-action highlighted the sense that she was quickly feeling out of her comfort zone (Illeris, 2009). HOE 125 questioned her own behaviours and competence for managing the situation:

It could've got worse ... I had no idea what to do!

This was a rather public demonstration of the intern's inability to demonstrate the fundamental, yet complex, teaching capability (Furlong & Maynard, 1995, p. 183) of managing a student's behaviour, since it occurred in a school assembly.

Having reached cognitive dissonance, HOE 125's reflection-in-action revealed her mindfulness of the situation, acknowledgement of the difficulty of the task (Weiner,

1972), and her plummeting self-efficacy belief to the point of questioning her core mission:

I needed him, the other children and me to be safe ... It was quite confronting ... I thought, 'What do I do? Can I do this? I'm trying to stop him, but it's obviously not working, it's getting worse ... If I can't stop it, I can't do this job! ... That's when I thought, 'Hang on! I've never been in this position before.'

In recognising that this was a situation in which she was not able to make meaning because she had no prior experience, HOE 125, did what Emmer and Hickman (1990) suggest is characteristic of high efficacy teachers: she sought help. Initially she approached the newly graduated casual teacher to:

Take the student out ... He was male and he had known the child for longer ... He was at the beginning of his career and so was I ... I asked him how he handled it ... and what the child had said ... We shared different things happening around us, and to us, all the time!

However, it was not clear whether these were critical friends, capable of highlighting each other's assumptions, and reflecting them back, or providing psychological support by bringing "reports from the frontline of their own critical journeys" (Brookfield, 2000b, p. 146).

HOE 125 also sought reassurance and a "more detailed and context-specific understanding" (Furlong & Maynard, 1995, p. 186) from her mentor teacher:

I asked my supervising teacher ... about certain strategies she would have used ... to 'nip it in the bud' ... and, 'Did I do the right thing?' She said, 'Yes that was fine!' She also said, he did a similar thing to a permanent teacher ... and was suspended ... I needed to ask those things in case it happened again ... It didn't happen again so I must have used those strategies.

In resolving the issue, HOE 125 initially took an adaptive approach by engaging in pragmatic problem solving and justificatory thinking, and assimilating strategies from her mentor teacher:

I thought about the negative things that happened ... Why it happened? How I could improve it so it doesn't happen, or I don't do that, again ... I thought about the positive things ... I aim to do those again.

Having brought the emotions under control, HOE 125 then transitioned into a transformative approach to learning (see Figure 3.2) by critically self-reflecting on the underlying premise (Cranton, 2006) of "knowing the student better". She developed a more open, discriminating and flexible view as evidenced by the behaviours described in the following paragraph.

HOE 125 went on to test her new understanding (Schön, 1987) using a variety of strategies to develop rapport with the particular student (Standards 5.1.1 and 5.2.2, NSW IT, 2005). By engaging with the student she was struggling to control, she confronted her ethical responsibility to act for the student, having “seen their face” (Levinas, 1981). This was a genuine, intuitive and immediate ethical response to an “other” in need; in effect, generosity of spirit (Brokenleg & van Bockern, 2003; Kauffman, 2000) engendered from the transformation of the intern’s habit of mind:

It took me a week to build a relationship with him ... He didn’t want anything to do with me ... I just sat with him, helped him ... Eventually we built a positive relationship ... He knows he can trust me ... he’s not as likely to do it.

HOE 125, through critically self-reflecting on “Why it happened?” experienced epochal transformative learning; she had developed more empathic insight into the student. HOE 125 thus transformed a habit of mind within her meaning perspective to one that was more true and justified (Mezirow, 2000a, p. 13). These beliefs were then evidenced in her actions (Mezirow, 2000a) and raised efficacy:

I believe I’m better at handling it now than I was before ... I’m a lot less naïve ... I know that children can display those kinds of behaviours ... I would be able to stop it from happening or stop it when it happened ... I would take the child out myself and show him that I can handle the situation ... but if it were to escalate, then I’d get help.

HOE 125 reflected with the casual teacher and her mentor teacher, assimilating strategies and points of view. She also critically reflected, transforming her habit of mind, and became a more self-directed, mastery-oriented, independent learner, and efficacious teacher.

HOE 109 CASE STUDY

Introduction

HOE 109 was a 21-year-old female who entered the BEd (Primary) through the University Admissions Index (UAI). She did not have a specialisation in addition to her teacher education coursework. The most challenging experience of her internship was understanding and implementing “strategies for meeting the needs of all students” within her class whilst meeting the Special Education Needs of a student with Autism (Standards 2.1.5 and 2.2.5, NSW IT, 2005). HOE 109 took a reflex-ive approach as she addressed her concerns.

Internship context

HOE 109 undertook her internship in a small independent Junior School:

There are about 80 students, 5 classes ... I've got the only composite class, which is a Year 1/2 ... of 16 students ... the students are responsive to my teaching.

Internship support

The support HOE 109 experienced raised her sense of belonging:

The staff is fantastic! It's really close-knit ... everybody is really supportive. Everyone was willing to help the other intern and me ... we've been accepted as teachers ... my supervising teacher gave me lots of support.

However, her over-reliance on her mentor teacher's methods hampered her quest for independence and limited her attempts for mastery learning:

The first day of school was a professional development day. A lady came to do literacy support ... We went through a few things like what we should be teaching in literacy and when we should be assessing and things like that ... My supervisor was relieved that she was doing the right thing.

The mentor teacher's response to professional development may have fitted with HOE 109's habits of mind that the way to be sure you are doing the right thing, and getting a favourable report, is to emulate the actions of a more experienced other.

HOE 109 as teacher and learner

Prior Learning

HOE 109 brought to her internship the belief that learning to teach was about ensuring she was "doing the right thing", by emulating her mentor teacher. HOE 109 also held schema regarding her responsibility as the teacher to:

Keep him [the student with Autism] interested in his work, as well as support the rest of the class.

These two significant pieces of prior learning meant that in her program and pedagogy, she mirrored the mentor teacher and sought the reassurance that she too was "doing the right thing". HOE 109 was content to accept that if the mentor teacher believed she was "doing the right thing", all she needed to do was model her supervisor.

Efficacy and Action

Although ranked as highly efficacious, HOE 109 realised the enormity of programming and implementing specific teaching strategies to "meet the needs

of all her students” (Standard 2.1.5, NSW IT, 2005). The emotions surrounding her meaning perspective enlarged (see Figure 3.4), and her teacher efficacy dropped:

There is ... a behaviour problem child, who won't do work unless it is something he is interested in ... if he's not engaged he sets the whole class off! ... I tried to program to suit him without affecting everybody else's learning ... I was thinking, 'It's going to be really tough!' ... I wasn't so confident with myself ... It's been a real challenge.

Reflection informing Theory

HOE 109's reflection-in-action provided a window into her dependence upon the mentor teacher and normative learning approach:

To start with I found programming for Science and Technology challenging ... I just wasn't so sure whether I was doing it right and that it was going to be successful ... My supervising teacher gave me lots of support ... I set out my program how my supervisor had set hers out ... so that I was matching with hers.

The use of a mentor teacher's program as a scaffold was not uncommon amongst interns in this study. In fact it is an understandable strategy. However, in swallowing whole and emulating her mentor teacher's program in a non-reflective manner, HOE 109 maintained her schema of “doing the right thing”. Rather than differentiating herself by critically reflecting upon her mentor's program in the light of her own beliefs and evidenced-based theory of her academic coursework, HOE 109 was choosing the path of impressionistic learning.

In reflecting upon her achievements in addressing her students' needs, HOE 109 was content with her approach. She did not hold her pedagogical choices, for solving her dilemma, to the light of evidenced-based reflection. The Intern's efficacy beliefs were built on how effectively she employed her mentor teacher's strategies and on the verbal reinforcement, rather than on critical reflection, mastery learning and autonomy:

She looked over [the program] once I had finished and said, 'It's great!' ... She just told me to believe in myself and I have, and it's worked fine.

Implementing a hands-on approach to Science proved to be very effective in engaging her students:

I incorporated a lot of experiments and hands-on activities, which the children just love ... One of the best ones was we made air-powered boats ... the students were all excited ... they told me about the boats that they made when they went home.

Yet HOE 109 was still preoccupied with emulating rather than pedagogical risk-taking, a quality that is not expected in terms of the literature on highly efficacious teachers. The intern continued to emulate her mentor teacher:

I used an assessment sheet that my supervising teacher had ... I was just following her so that's been really good to get the students to learn and then that's reinforced my confidence.

HOE 109's pedagogical risk-taking to meet the students' needs (Guskey, 1988) was based on her need to control the students. As she reflected, she used the Science activities as a behaviourist classroom management tool, an understandable approach, but one that is teacher- rather than student-centred:

I also found that activities like that are a good behaviour management strategy ... if the students aren't behaving then they won't get to do it so of course they all behaved.

Jarvis (1992) was aware of the paradox between becoming a conforming member of a society and becoming an individual in that society. HOE 109 limited her own attempts to develop authenticity as a teacher by undertaking normative and impressionistic approaches to learning. In taking such a reflex-ive stance HOE 109 forfeited the opportunity to develop a genuine sense of self, and to ensure congruence between her values and actions (Cranton, 2001).

Rather than critically determining how she was different from as well as similar to her mentor teacher, HOE 109 risked emerging from the internship as a graduate teacher unable to segregate herself "from the undifferentiated and unconscious herd" (Sharp, 1995, p. 48). In spite of her reflex-ive approach, characterised by an inability to critically reflect and develop mastery knowledge and skills, HOE 109 emerged with a renewed and heightened sense of efficacy:

I have learnt that I can, well pretty much that I can do it! I can do it! Yeah, and that I do have some good ideas that students enjoy and that have impressed the supervising teacher and that I am highly organised ... I also believe that all students can learn.

HOE 184 CASE STUDY

Introduction

HOE 184 was a 21-year-old female who entered the degree through the PR Scheme. She did not have an additional competency area outside the coursework of the teacher education degree. HOE 184's most challenging experience was the lack of valuing of her contribution to professional discussions (Standard 6.1.4, NSW IT, 2005) regarding differentiating the curriculum (Standard 3.1.3, NSW IT, 2005), and being

ignored by staff. She engaged in objective reframing reflective judgment to achieve incremental transformative learning, in response to the situation.

Internship context

HOE 184 described her internship context as:

A Kindergarten class, [in a] Catholic school ... two students came halfway through the term so that sort of disrupted us a little bit.

The mastery experiences of her previous practicum strengthened HOE 184's behaviour management knowledge, skills and self-efficacy beliefs for dealing with the non-problematic internship context she found herself in:

On my last prac[ticum] I saw every sort of behaviour. I didn't see anything like it on my Internship ... their worst had nothing on some of the things I'd already seen ... I'm not sure if that de-sensitised me but it gave me more strategies ... to deal with it ... spot it before it became an issue.

Internship support

HOE 184 experienced empowering support from her mentor teacher:

My supervising teacher was fantastic, we got along so well ... I got a lot of support with behaviour management ... she was really eager to take on board my ideas ... we'd fine-tune them together then I could run with it.

However, she felt less sure about ways of relating amongst other staff:

But the other staff would niggle about other staff ... there were little cliques ... I'd remind myself, 'Don't get involved!' ... I was incredibly careful about what I said.

HOE 184 as teacher and learner

Prior Learning

HOE 184 valued the theory of practice learnt at university regarding differentiating the curriculum (Standard 3.1.3, NSW IT, 2005). She was keen to contribute these ideas in professional development (Standard 6.1.4, NSW IT, 2005):

I put forward an idea ... about differentiating the curriculum ... We'd spent a semester on integrating HSIE and Science to address the Environmental Education Policy [at uni] ... I suggested some of the activities I'd learnt about.

Efficacy and Action

HOE 184 saw the relevance of the university coursework to teachers' pedagogy in the internship school and classroom and her efficacy for sharing this was initially high:

I was just stating the obvious [that] you need to be a bit more creative and do more hands-on things and encourage the sharing of what they're talking about (nervous laugh) ... but they didn't see where I was coming from ... that was a bit disappointing.

Reflection informing Theory

HOE 184's reflection-in-action demonstrated the astute level of awareness of her dilemma, and how strongly she felt about being ignored:

They'd ask for your opinion ... you'd give it ... they'd ignore it or talk around it ... and eventually come back to what I said in the first place ... I felt I was banging my head against a brick wall. I wanted to say, 'Come on, I said that!' I think it was the lack of respect because you're young that was part of it.

This lack of valuing and inclusion of HOE 184's theory of practice (schema), on a number of occasions, diminished her teacher efficacy:

Another time I told them that at one school we had a 'Caught being Good Award' ... They just looked at me and kept going ... Having ideas, being asked for those ideas but then having them disregarded made me stop projecting them because I thought, 'What's the point?'

The emotions enlarged and HOE 184 was at first only able to engage in non-critical reflection at the outer levels of the meaning perspective (as demonstrated in the first loop of reflection in Figure 3.2). The intern's sense of belonging, and opportunities for mastery were undermined.

As the emotions were brought under control, HOE 184 engaged in a mixture of reflective judgment (objective reframing) and critical self-reflection (subjective reframing) by questioning her core beliefs and affirming her teacher identity:

I'd been shrugged off and didn't really worry about it ... I just sort of thought, 'They're missing out!' (laugh) ... I just think it was such a great opportunity to provide learning experiences for the kids, which I think is what teaching is all about and they just let it slide away.

HOE 184's reflection-on-action revealed her quiet determination to hold onto specific habits of mind concerned with a concentration on [her] self as a teacher [and learner] (Frid, 2000):

I was just thinking, 'You can only put your ideas out there and see if they'll take them!' ... I'm used to brainstorming ideas, throwing your ideas out there ... having a look, deciding what's the best and building on those further, but that obviously wasn't going to happen ... I had other ideas and they sounded just as valid, but ... because they hadn't seen what I was talking about ... and sometimes the new is scary.

HOE 184 demonstrated a transformative approach to her learning in critically reflecting upon what she presumed were the discriminatory assumptions (Schulman, 1987; Yost, et al., 2000) of the staff. She remained true to her view of "thinking like a

teacher” (Schön, 1987, p. 40), concentrating upon student engagement and learning (Frid, 2000):

I still think integrating the HSIE and Science is a good idea. If I ever have my own classroom then I intend to do that. Although I understand that some teachers find it's easier to use the units that are already there ... I think they've been around for so long if the kids haven't done them their siblings have ... they've been exposed to them and they'd lose interest in them ... once the children lose interest then it's a downward spiral from there.

As the intern reflected in the interview, there were indicators of incremental transformative learning. In spite of the discouragement, HOE 184 was waiting for the time when she had the autonomy to enact her theory of practice regarding curriculum integration and student behaviour management (“Caught Being Good Award”) within her own classroom. Through objective reframing she had separated herself from the school culture.

HOE INTERN IN A PROBLEMATIC CONTEXT WITH LOW LEVEL OF SUPPORT

Only one informant of high efficacy, HOE 180, experienced both a problematic context and a low level of support.

HOE 180 CASE STUDY

Introduction

HOE 180 was a 31-year-old mature age student with a Science degree and previous career in natural resource management. She used her additional competency in natural resources and Science to develop a rapport with the students. HOE 180 experienced persistent and acute cognitive dissonance: although the intern found managing students' behaviour and promoting their responsibility for learning (Standards 5.1.1 and 5.2.1, NSW IT, 2005) difficult, her most challenging experience was the dilemma of not receiving appropriate support. The situation raised ethical issues regarding the imperative of considering intern teachers' rights within the Internship Handbook (2008), and teachers' rights within the NSW IT Professional Teaching Standards (2005), to which the interns were also accountable. HOE 180 took a transformative approach to resolving, and learning from, the challenge, engaging in critical self-reflection (subjective reframing) and reflective judgment (objective reframing).

Internship context

HOE 180 explained the problematic nature of the class:

It was a Year 6, in a public school ... I had 30 in my class ... the ability levels were amazingly diverse ... one young guy should have been in some gifted and talented program ... other kids were still having a lot of trouble reading ... It was the toughest class I've ever had ... There were two occasions when I came home and burst into tears and that's never happened to me before!

Internship support

The support available to HOE 180 was affected by the low collective efficacy of staff to effect change in students (Goddard, Hoy, & Hoy Woolfolk, 2004, p. 8):

Listening to the other teachers' conversation about this Year 6 ... they were saying, 'It was a very tricky one!' ... It wasn't even a matter of separating kids with problems, but of how many were going into each class. Even the Behaviour Management counsellor said ... 'They're a work in progress ... they're not learning much because they're still learning how to manage their behaviour'.

HOE 180 as teacher and learner

Prior Learning

Insights into HOE 180's assumptions and expectations (habits of mind) regarding teachers' and students' roles were evident in her motives for using Science experiments:

You have a short window of time to earn respect ... You can't go past having that relationship before you start trying to demand ... their attention and respect ... I bring in colourful science experiments ... I show them that what I have to teach is interesting and that I'm interested in getting to know them ... It's also a great carrot ... my reward for good behaviour.

Efficacy and Action

HOE 180 experienced a persistent sense of dissonance when attempting to demonstrate "independent teaching competence" (UNE, 2008, p. 8). She reflected that:

I'd been teaching in my own right for about three days ... it felt like I was just putting out fires, I didn't teach anything the whole day. I was constantly trying to keep everyone on the straight and narrow. It felt like such a fruitless, frustrating day!

The threat of chaos loomed just below the surface. However, it was the lack of support HOE 180 experienced when she was unable to manage that proved to be:

The straw that broke the camel's back!

At this point, HOE 180's already fraught affective state was further challenged; the emotions so expanded that she was at first only able to reflect within a

limited comfort zone, at the outer levels of the meaning perspective (see Figure 3.2).

Reflection informing Theory

HOE 180's reflection-in-action revealed an acute state of dissonance compounding an already present, all-pervading, persistent state of dissonance:

That afternoon I'd had trouble with one boy in particular... My supervising teacher said, 'Tell the Acting Deputy Principal about it' ... I was feeling a little bit delicate but I spoke to the Acting DP, who told me [I] was to contact the child's mother ... I was totally taken aback ... I just didn't feel, at that stage of my internship, it was actually my role ... I spoke to my supervising teaching and ... she was absolutely horrified that I would have been told that it was my job!

HOE 180's situation was further exacerbated by tensions between the mentor teacher and executive staff member:

I think there were some words said and ... I didn't need to contact this mother after all ... but it seemed the whole hierarchy of leadership was out of whack!

Although dialogue is considered essential to critical reflection in which "habits of mind are ultimately transformed" (Mezirow, et al., 2009, p. 9), for HOE 180 reflection-on-action involved a critical self-dialogue, not dialogue with others:

I came home and spent that afternoon sitting doing nothing ... I thought, if I had a day like this once a fortnight for the rest of my career, I don't want to do it!' ... It shocked me that at this stage in my fourth year ... I could be shaken enough to think, 'Am I on the right course?'

HOE 180 engaged in non-critical reflection focused upon the behaviours and competencies she needed to turn the situation around:

There were a few hours where I questioned myself but I had come out of a tricky prac before ... if I had had all perfect parks I'm sure this one would have shaken me, ... but I thought back, 'I had had quite a challenging third-year prac ... I used some key strategies to bring a few of the trickier kids around ... it was a spectacular victory in the end!' ... So I drew on that experience. I thought, 'Even the bad days will eventually turn out to be OK! ... Look, it's not always going to be like this! I've managed through that, and I can get through the next challenge as well!'

In bringing the emotions under control, finding direction and the capacity to reflect on core values and beliefs (as seen in the second loop within Figure 3.2) the intern demonstrated characteristics of positive psychology (Seligman, 2002).

Through core reflection HOE 180 was then able to subjectively reframe the dilemma she faced and draw upon past success to make meaning of her experience and integrate her insights with what she knew, and avoid further

threat of chaos (Mezirow, 2000b, p. 6). HOE 180 demonstrated mastery and generosity of spirit (Brendtro, et al., 2005), resilience and greater professional competence in creating an environment of respect and rapport (Standard 5.1.1, NSW IT, 2005):

I think, you've got to leave today and look at tomorrow with fresh eyes ... it's incredibly important not to bring yesterday's problems back to school the next day ... I make an absolute effort to give (the kids who have given me a hard time) a bright smile and a cheery hello in the morning and I can see them sort of thinking 'Oh wow, she's back for more again!' ... I think kids are testing their boundaries ... they really pushed to see exactly how far they could push me ... it was exhausting ... but I knew I would pull out of it, I had before and I knew I could do it again!

Instead of being authoritarian she engaged the students in democratic decision-making:

The class sponsors a kid through World Vision ... and in part of our COGS³ unit, Global and Social Issues, we were looking at the global world and the village ... as a class we decided to do something at a 'village' level to help support the World Vision kid ... the students actually came up with the idea of running a cake stall.

HOE 180 also engaged in "objective reframing" (Mezirow, et al., 2009). She critically reflected upon the problematic habits of mind of some staff towards the Year 6 class and realised her beliefs were more "inclusive and discriminating" (Mezirow, 2003, p. 58):

I was actually advised not to try this ... they said 'Look it's just not worth the hassle', but I went ahead and did it anyway! It was a resounding success! Everyone was involved ... even the trickier kids, I gave them some responsibility, they were on the money tin and I'm sure that every single cent made it into that tin ... It showed that if you're game enough to give them a little bit of trust they will often delight you! ... No one let me down! ... I was quite relieved that I had pulled it off (laugh) 'cause I proved the other teachers wrong!

HOE 180 risked "cultural suicide" (Brookfield, 1995, p. 234) and may well have found herself in the "zone of marginalization" (Brookfield, 1995) having implemented a difficult approach and realised a more "democratic practice" (Garcia, 2004). Yet she "proved them wrong!"

³ The Connected Outcomes Groups (COGs) curriculum planning framework integrates Key Learning Areas (KLAs) (including Human Society and Its Environment (HSIE), Science & Technology, Mathematics, English, Personal Development, Health & Physical Education (PDHPE) and Creative Arts) into Units of work, based upon achieving a connected set of outcomes, within and across each K – 6 stage. See Glossary for further details.

For HOE 180, transformative learning was “an intensely threatening experience” (Mezirow, 2000b, p. 3) but she restored herself psychologically and emotionally (Bandura, 1997a):

What doesn't kill you makes you stronger! Isn't that what they say? ... I've come through it with everything still intact! ... I've learnt self-preservation! As a teacher I've learnt how to be generous and affectionate to the kids and to really get to know them ... but you cannot give everything of yourself emotionally and physically ... or you would burn out quickly.

HOE 180 evaluated and moderated her intuitive practice (Atkinson, 2000, p. 25):

I need to give myself space to reflect ... if you try to force yourself to reflect straightaway it's not genuine, it doesn't work. I give myself time to unwind ... and reflection follows naturally, later on.

Teachers are learners! In the classroom you're always switching around as to who's learning and who's teaching ... teaching is a two-way street.

HOE 180 engaged in incremental transformative learning: having resolved the issues closest to “herself as the teacher” (Frid, 2000), HOE 180's comfort zone was enlarged and she concentrated on her students. HOE 180 constructed more valid beliefs of what it meant to “know students and how they learn” (Element 2):

We have to be givers of tools to go with the responsibilities they will need to become independent learners and problem solvers ... We're preparing kids for a real world not a textbook one so we need to be trying to put as much of the real world into their learning as possible.

She also developed a deeper appreciation of how to “manage student behaviour and promote student responsibility for learning” (Standard 5.1.5, NSW IT, 2005):

Even in Year 6 when they should be getting along well ... there is still a lot of exclusion going on. I see how much it hurts ... this was an unusual group of kids ... it was a difficult time of the year for Year 6 students ... they're on the way out of the primary school ... they are sort of ready for new challenges.

Having made meaning within her meaning perspective HOE 180 then shared her “reports from the front” of her own critical journey (Brookfield, p. 146) with an intern colleague:

The debriefing process was difficult ... it's hard to find the level of debriefing you need ... it's only really people in the same situation as you who, who are good at listening to these sort of days ... it just doesn't mean anything unless you've been there yourself ... the closest ... was talking to another Intern in the school ... we were both in the same situation ... I could say 'I

had this dreadful day' ... and he was someone who was listening, who really understood what you were saying.

In resolving such a significant challenge, HOE 180 operated far beyond the Graduate Teacher competencies prescribed in the NSW IT Professional Teaching Standards (2005). For example, she did not simply “demonstrate knowledge of a variety of strategies to develop rapport with all students”, a Graduate Teacher competence (Standard 5.1.1, NSW IT, 2005). Rather, in maintaining “consistent, fair and equitable interactions with students to establish rapport and lead them to display these characteristics in their interactions with one another” (Standard 5.2.1, NSW IT, 2005) HOE 180 demonstrated attributes of Professional Competence. Moreover, the intern also achieved a level of Professional Accomplishment by modelling for her mentor teacher “inclusive strategies that ensure students are valued and treated with respect” (Standard 5.3.1, NSW IT, 2005).

HOE 180, like HOE 131 and HOE 125, initially took an adaptive approach to learning, through non-critical reflection at the outer levels of her meaning perspective. This was to be a common characteristic of the transformative approach. She took personal control (Gibbs, 2003, p. 3) of her teaching behaviours, persisted with struggling students (Gibson & Dembo, 1984), and undertook proactive classroom management strategies (Ashton, 1984). HOE 180 then critically reflected upon her beliefs regarding engaging her students in democratic decision-making (Ashton, 1984). The success of her risk-taking strengthened her teacher identity and sense of mission focused upon student learning (Furlong & Maynard, 1995). Perhaps this is suggestive of a process that might be learned.

HOE INTERNS IN NON-PROBLEMATIC CONTEXTS WITH HIGH LEVEL OF SUPPORT

Two HOE interns, HOE 141 and HOE 124, experienced little challenge and were well supported within their internship context. The comfort of their surroundings had a significant impact on the approach they took to their learning. HOE 151, although challenged by the learning needs of two students with autism, did not consider the classroom environment difficult, perhaps because she had additional competencies and experiences in Special Education due to her involvement on an exchange program.

HOE 141 CASE STUDY

Introduction

HOE 141 was a 23-year-old female who entered the degree on the PR Scheme. The additional competency of Physical Education provided her with “fantastic learning experiences”. HOE 141 was interviewed in the Pilot stage of the study; she was asked to recall her most memorable experience of the internship. The intern recounted teaching students to spell a nonsense word for a Literacy Day performance. She demonstrated knowledge of students’ different approaches to learning (Standard 2.1.3, NSW IT, 2005). HOE 141 demonstrated a reflex-ive approach to her learning. HOE 141 was one of two HOE interns who referred to theory encountered in university coursework: she confirmed the interviewer’s prompt that she had in fact based her pedagogical choices upon the theory of Multiple Intelligences (Gardner, 1993).

Internship context

HOE 141 undertook her internship in a small independent school with few behaviour problems:

I’ve only had 18 girls ... everyone is cool, calm and collected the whole time ... due to a lot of work by the supervising teacher of course ... There is really no student in the class with any significant behaviour problems ... the biggest problem that I’ve had to deal with is girls complaining that someone has hurt their feelings.

Internship support

HOE 141 had a strong sense of belonging to her internship:

My supervising teacher’s sung my praises all the way along the internship, which has been fantastic! She’s given me constructive feedback to hone specific areas that I needed to touch up on ... I’ve learnt the systems my supervising teacher has used ... I’ve been writing down madly all of the things that she’s done.

Darling-Hammond (1998, p. 9) encourages the view that interns see their professional teacher self as “one who learns from teaching rather than as one who has finished learning how to teach”. In contrast, the view of this highly efficacious intern who was one of “touching up” rather than still constructing her professional expertise.

In Phase 2 of the internship, HOE 141 did not experience the level of independent teaching stipulated in the Internship Handbook (UNE, 2008). The mentor teacher continued a team teaching arrangement instead of giving the intern full-time classroom teacher responsibilities for two thirds of each week.

HOE 141 as teacher and learner

Prior Learning

All intern teachers bring to teaching preconceptions of teaching and the teacher's role based on the early formation of gestalts (Griffiths, 2000, p. 547) (habits of mind). HOE 141 demonstrated two key gestalts underpinning her decision-making and actions. The first was in response to the intern's socialisation (Korthagen, 1993) into the independent school context:

I went to a private school ... and now I was having my internship at a private school, which has really opened up huge possibilities and potential for the future ... my dream job would be in a private school.

The second habit of mind was evidenced in HOE 141's point of view that:

I would have liked more independence ... in the time I had the class. I mean it was fantastic having my supervising teacher there and we kind of took on ... a team teaching role ... but I think I would have liked to go that next step: ... a few days just by myself in the classroom ... to make sure that I did have [what it takes] ... get a little bit of momentum ... set other little systems in place ... but I didn't like to ask.

Although HOE 141 was not being given the level of autonomy stipulated in the Internship Handbook (2008), she remained silent rather than questioning her rights and risking her comfortable relationship with the mentor teacher.

Efficacy and Action

The extent to which HOE 141 operated from uncritically assimilated assumptions and expectations was also evident when she was asked to "come up with a performance for Literacy Day". This request triggered "thoughts, feelings, values, meanings and action tendencies" (Korthagen & Lagerwerf, 1996, p. 166) dating back to her childhood:

I remembered back to when I was in year 2, I had my Dad as a teacher and he posed a challenge for us to spell 'supercalifragilisticexpialidocious' ... I said to my supervising teacher, 'What do you think?' ... She said, 'I really don't think they'll be able to do it, but if you want to have a go, go for it!'

Although not confronted by dissonance, it appeared the emotions were a significant factor in shaping the thinking, choices and behaviours of HOE 141. The intern took on the persona (Jung, 2005) of what it means to "act like a teacher" (Frid, 2000, p. 329) by emulating her father's teaching. This approach served to maintain her already high sense of efficacy.

Reflection informing Theory

HOE 141's reflection-on-action demonstrated insights into how students learn (Element 2, NSW IT PTS, 2005):

What I did was to break the word down into little sections ... I got them to: say it ... clap it ... spell it ... sing it ... practise it at home ... Parents were saying, 'How are these small children spelling such a big word?' ... I said, 'It's because they're clever! ... I set high expectations ... and they rose to the challenge!' ... By the end of the three weeks all of the 18 kids could spell it! ... My youngest Year 1 girl was the first to spell it!

The intern used the Quality Teaching (2003) elements of "engagement" and "high expectations". However, the "challenge" itself could not be justified in terms of student learning outcomes within the English Syllabus (Board of Studies, 2007).

HOE 141 claimed to have found the internship an opportunity for:

Reflecting upon everything you have learnt at uni ... to draw it all together and put it all into practice.

When prompted, however, HOE 141 realised that she had used some theoretically informed approaches within her teaching but these were not deliberately informed choices based upon deep knowledge and understanding:

Yeah, no! It was fantastic, it was so much fun, but it was a great learning experience for them as well to think 'Wow, they could actually do something that big!' ... Being able to use the Multiple Intelligences and things like that was really good ... you kind of learn it all at uni and you think, 'Am I ever going to use this?' ... Sometimes I think I don't remember much from uni, but I start talking and maybe I do.

Although the literature supports the view that highly efficacious teachers are transformative learners, this was not the case for HOE 141 who demonstrated reflexive (normative and impressionistic) learning in this situation. She was in the business of deliberately confirming her "personal and social history" (Connelly & Clandinin, 1990, p. 2) and previously established (Langer, 1997, p. 4) habits of mind.

Although the intern knew that she was entitled to teach independently, she participated in ways that confirmed her place in the system. She maintained a persona (Stevens, 1999) which ensured people thought well of her ("my teacher sang my praises all the way through") and presented acceptable traits and kept unacceptable ones repressed (Jung, 2005). Rather than take risks and subject her own developing professional knowledge and experience to rigorous questioning (Furlong & Maynard,

1995, p. 51), HOE 141 remained compliant, with her eyes on the prize of the “dream job”.

HOE 141’s approach was reflex-ive in that she mirrored what she had experienced as a child. Without discordance there was no need to critically reflect upon the socialising processes of the school (Korthagen, 1993) and the intern was content with her teacher competencies:

I feel ready now, kind of all geared up and ready to go out and do some teaching.

When the gestalts of her childhood experiences no longer fit and when she can critically reflect there will be the potential for transformative learning. There is a sense in which HOE 141’s learning is yet to begin (at least as evidenced by this case study of her learning).

HOE 124 CASE STUDY

Introduction

HOE 124 was a 22-year-old male who entered the BEd (Primary) through the PR Scheme. He did not incorporate any specialist competencies in his internship teaching. HOE 124 was interviewed within the Pilot stage of the study when the question regarding the most challenging experience was phrased as the “most memorable experience”.

The intern reflected on the positive experience of planning and implementing a Connected Outcomes Group (COGs) unit, “Powering On”, to engage students and address the learning outcomes (Standards 3.1.2 and 3.2.2, NSW IT, 2005). The intern took an adaptive approach to his learning modifying his theory of practice (Cranton, 2006, p. 192) within his frame of reference following times of dialogue with his mentor teacher.

Internship context

HOE 124 found the context comfortable and manageable; he made no mention of the make-up of the class, nor any specific behaviour or learning needs of students:

I was in a small close-knit coastal school community ... My Year 2 class was the biggest class in the school with 30 kids.

Internship support

The high collective efficacy of the school, and opportunities to contribute to professional development, bolstered HOE 124's teacher efficacy and his professional and intra-personal growth:

All the staff enjoy their work, they say it's one of the best jobs ... they're happy to sit around and have a chat ... I felt very accepted ... and settled. Each week we have a staff meeting ... it's mainly professional development ... I was able to share [the ICT] I had done at uni ... They were really happy to hear about that ... When the staff you're with really enjoy teaching, you're happy to teach! It's a great profession that I'd really love to be in!

The faith that HOE 124's mentor teacher placed in him, in particular, independence, netted HOE 124 significant opportunities for mastery of teaching strategies:

My supervising teacher has given me autonomy ... It is my classroom, it's me running it, and it makes me more aware of what's going on ... I can be more flexible ... If it hasn't run properly ... he helps me to find a way to change it.

HOE 124 as teacher and learner

Prior Learning

HOE 124 also took a mastery approach by identifying his professional learning needs and assimilating the school's behaviour management protocols:

The first thing we did was to get out my last two prac[ticum] assessments and see the areas I'd like to change ... one area was my behaviour management. We looked into the school's Plan ... it was really helpful ... using the same consequences with students ... keeping the behaviour under wraps.

In undertaking his "most memorable experience": programming and implementing the COGs unit "Powering On", HOE 124 addressed the NSW IT Professional Teaching Standards (2005): knowing the subject content and how to teach that content to the students (Element 1); knowing students and how they learn (Element 2); and, planning and assessing for effective learning (Element 3). The intern knew the approach he needed to take to ensure the success of such an adventurous task:

I made all the different types of learning adapt to me ... so that I could teach to my skills as well as theirs.

Efficacy and Action

HOE 124's high sense of teacher efficacy meant that he willingly sought help:

When I read the COGs Unit ... I was thinking, 'How am I going to get four different dances running?' So I sat down with my supervisor and asked him, 'What particular things should I look for and how should I run it so the students are going to demonstrate particular [understanding]?'

Reflection informing Theory

HOE 124's reflection-in-action meant he kept a close eye on how effectively he was managing the environment and the engagement of the students:

If [the COGs Unit] hasn't run properly ... I [sat] down with my supervisor and asked him ... then he helps me to find a way to change it.

As HOE 124 reflected upon the implementation of his pedagogy, he demonstrated a shift in his focus to a concentration on the students, and a clearer understanding of "how they learn":

With the 'Powering On' unit, we'd go outside and have a game ... then ask, 'What forces did you use in that game?' ... They learnt the content through doing ... back in the room they'd write about forces they'd experienced.

We used ICT to [research] different movements ... We explained, 'It's not just a dance ... we want to see these specific skills.' Afterwards we sat down ... showed each group the video and they reflected on their performance.

He had devised and implemented a Unit that was "a lot of hard work" and in which he had "integrated a lot":

I think I've been quite successful because I've worked out that there's a lot more planning goes into it ... for a whole term ... You also have to be a lot more flexible with things, cause a lot of things come in day to day.

The distinction Mezirow (1991) made between critical reflection (transformative learning) and non-critical reflection (adaptive learning) is the distinction that is being made here: HOE 124 engaged in a non-critically reflective cycle which focused upon the technical, factual, and pragmatic, rather than critically reflecting upon premises underlying the choices he was making.

Although the most challenging experience for six of the eight HOE interns engendered an acute state of cognitive dissonance, this was not the case for HOE 124. The dialogue and support this intern enjoyed with his mentor teacher played a vital role in helping him to "maintain a good sense of self during a time [of] making unsettling changes" (Cranton, 2006, p. 66). However, that relationship may have also served to direct the intern to a focus upon content and process rather than premise (critical) reflection.

The catalyst for this intern's learning was the non- problematic context; the high level of support received; his sense of belonging; the opportunity for mastery learning; and

the independence to implement his developing professional knowledge and skills (Bandura, 1997; Brouwers, 2001, p. 445). Although Mezirow (2003, p. 60) believes the “only alternative to critical-dialectical discourse for assessing and choosing among beliefs are the appeal to tradition, authority, or the use of force”, for HOE 124 the mentor teacher played neither the role of tradition, authority nor force. The “circle of trust” (Palmer, 2004) developed provided the intern with a space to listen to his voice and achieve “authenticity” (Cranton, 2006, p. 192).

He had begun with positive feelings, expectations and deliberate goal-setting (Ashton, 1984, p. 29) in consultation with his mentor teacher; he had engaged in some pedagogical risk-taking to meet the needs of his students” (Guskey, 1988); and in doing so had taken careful control of his behaviour, thinking and emotions (Gibbs 2002, p. 3) and made changes. In these ways, HOE had taken an adaptive approach to his learning.

To meet the challenge of implementing the COGs Unit, HOE 124 operated at the Graduate Teacher stage of the NSW IT Professional Teaching Standards (2005), to “design and implement coherent well structured lessons and lesson sequences that engage students and enhance learning outcomes” (Standard 3.1.2). He also demonstrated accomplishment at the Professional Competence stage through the capacity to “select, develop and use a variety of appropriate resources and materials that engage students and support their learning (Standard 3.2.4, NSW IT, 2005).

HOE 151 CASE STUDY

Introduction

HOE 151 is a 23-year-old female who entered the BEd (Primary) through the TAFE Certificate III transitioning course. HOE 151 had undertaken a Special Education exchange program, which informed the approach she took to her most challenging experience: Researching (Standards 6.1.7 and 6.2.7, NSW IT, 2005) and applying and evaluating strategies for addressing the Special Needs of two students with autism (Standards 2.1.5 and 2.2.5, NSW IT, 2005). HOE 151 did not experience cognitive dissonance. Instead she achieved transformative learning through reflective judgment upon, and the objective reframing of, her mentor teacher’s pedagogy and implementing strategies based upon her own professional learning. HOE 151 was one

of two HOE interns who made reference to theory encountered in university coursework (note her prior learning).

Internship context

HOE 151 described her school and classroom environment:

I was in a small rural school on a Kindergarten class, I only had nine children ... While other [interns] focused on classroom management ... I focused more on teaching ... I got to know the children, what switches them on or off ... Once you know those things, you can put your motivational tools into operation ... try out lots of ideas.

Internship support

HOE 151 had a positive relationship with her mentor teacher who was “only a couple of years out of university” and “knew what was happening with the Action Research project”⁴. The mentor teacher empowered the intern with significant opportunities for autonomy, and mastery experience:

I have definitely grown in myself, because of the responsibility I have been given ... My supervising teacher said, ‘Do whatever you want ... teach them, make a difference’. ... To do that, I knew I had to really know what I was doing. It’s the first time that’s happened ... and it’s like, ‘You’re here now!’ ... See, you really can do it ... your belief in your abilities grows.

The fact that the mentor teacher gave HOE 151 permission to trial strategies, which the former had not used, is testament to the strength of the relationship and the safety of the classroom environment.

HOE 151 as teacher and learner

Prior Learning

HOE 151 brought to her internship “knowledge and understanding of specific strategies for teaching Students with Special Education Needs” (Standards 2.1.6 and 2.2.6, NSW IT, 2005):

I did a six-month exchange program to Pennsylvania ... and joined the Council for Exceptional Children ... It was the first time I’d been involved with children with Special Needs ... and realised what it would be like to teach Special Needs students. I realised it’s not scary ... it’s not any harder! You still have to devote yourself ... change the way you do things ... be dedicated to ongoing professional learning.

In spite of HOE 151’s specialist theoretical knowledge, she used the meta-language almost apologetically as she recounted the dilemma she was about to tackle:

⁴ As noted in a previous chapter, each intern was required to complete an action research project as professional development.

When I first came I sat back for the first two weeks and I noticed they weren't being pushed at all ... you know, the ZPD and all that sort of thing ... what was expected of them was so far below what I thought they could do. So from day one, I just lifted the standard so much higher and they really stepped up to the plate!

There seemed to be a divide between the language of theory the intern had been introduced to in teacher education coursework and in her exchange program, and her confidence in using the meta-language in the school setting.

Efficacy and Action

HOE 151's efficacy for addressing the special needs of the students appeared to exceed that of her mentor teacher. HOE 151 engaged in reflective judgment and the objective reframing of the mentor teacher's approaches:

We had two students with autism ... they had very different symptoms. My supervising teacher had done courses ... She told me about some of the strategies ... I thought they might have been tried and tested and didn't work, because I couldn't see anywhere where she was using them ... The challenge was getting to know the children, to do my own research, and to implement the strategies.

Reflection informing Theory

HOE 151's Action Research enriched the Special Needs' professional learning she had already gained during her exchange experience, and appeared to make her reflection-in-action astute:

Through my Action Research, I was able to put specific things in place for the two students with autism ... I decided to use the strategy of 'timing' ... For one of the little boys who was constantly interrupting ... I gave him a little egg timer ... I'd turn it over and say, 'OK, by the time the egg timer runs out I'll be back.' ... It worked a treat! I then put a timer on the board and said, 'You've got five minutes to have your date, your heading, and your first sentence.' ... He actually gets it done!

She was able to make ongoing evaluations and refinements to her teaching by engaging in content and process reflection and adaptive learning:

However, the timer also created a problem ... Another little boy, he'd scribble down something and go, 'Finished, finished, finished!' ... So I had to say, 'We have to take up the whole time writing.'

Although HOE 151 did not experience dissonance and the enlargement of the emotions surrounding the meaning perspective, it was clear that reflection at the outer levels of the meaning perspective, including her competencies for managing the classroom environment and the behaviours and learning of the students, preceded a transition to double-loop learning (as illustrated in Figure 3.2).

HOE 151's reflection-on-action revealed her capacity for critical self-reflection and subjective reframing. In taking a transformative approach to her learning she was emerging as "her own teacher educator" (Korthagen, 1993, p. 136):

So that was my strategy ... and it worked for one student, but it worked in the opposite way for another. It was really good for me to see that you can't say one thing is effective for everybody ... I've learnt to give it a go, see how it works ... I'm not going to hurt them ... if it doesn't work, think of something else. A couple of times I thought, 'That works, that works, let's go with it!' ... Just be on the ball ... know how different things affect different children ... and use that for your own advantage ... I really noticed the difference in the children from the start of the internship to the end.

Autism is such a broad [spectrum] disorder ... You have to get to know the child and get to know what works for them ... then work out how that's going to fit into your classroom ... to ensure you're not disadvantaging the other children in the class.

Although Mezirow (2003) considered discourse to be central to transformative learning, HOE 151 engaged in an internal discourse rather than dialoguing with significant others in her internship context. The intern appeared to draw upon her deeper knowledge and understanding of Special Needs education to "weigh evidence and assess arguments objectively" and be "open to alternative perspectives" (p. 59) to those of her mentor teacher.

Having experienced a great deal of success in developing and applying new strategies to engage the students with autism in their learning, HOE 151 delighted in the authentic boost to her efficacy based on developing a greater degree of mastery and independence through risk-taking and persistence:

If I'm struggling to understand a situation that doesn't seem right to me ... I don't write it down ... I talk about it in my head ... I put myself in other people's shoes. ... I know that I can do it! I can give it a go! I can make a difference because I did with those little boys with Autism ... after six weeks my supervising teacher just said, 'Wow, they are really thriving with you in the classroom.'

HOE 151's transformative approach enhanced the students', her mentor teacher's, and her own learning. HOE 151 had not simply addressed one Element of the NSW IT Professional Teaching Standards (2005), but demonstrated she: knew how to teach content to students (Element 1); knew the students and how they learn (Element 2); communicated effectively with students (Element 4); could create and maintain a challenging learning environment (Element 5); and continually improve her professional knowledge and practice (Element 6). HOE 151 was operating beyond the Graduate Teacher stage of the NSW IT Professional Teaching Standards (2005); demonstrating Professional Competence.

HOE INTERNS IN NON-PROBLEMATIC CONTEXTS WITH LOW LEVEL OF SUPPORT

No HOE interns were found to be in non-problematic contexts with low-level support.

CONCLUSION

This chapter has provided within-case analysis of the eight high overall efficacy (HOE) intern teachers interviewed in this study. The case study analysis template provided the framework for understanding the HOE interns' approaches to learning. Table 5.1 provides a summary of the eight case studies. These results will be further analysed in Chapter 8 in which the overall results of all 26 case studies will be compared and contrasted and new knowledge regarding the nature of 4th year BEd intern teachers' learning will be synthesised. Following is Chapter 6, in which within-case analysis of the ten medium overall efficacy (MOE) intern teacher interviews are discussed.

CHAPTER 6

RESULTS AND DISCUSSION OF

MEDIUM OVERALL EFFICACY (MOE) INTERNS

This chapter is the second of three within-case Results and Discussion chapters. It presents findings from the interviews of ten BEd (Primary) intern teachers of Medium Overall Efficacy (MOE). Each of these interns, like their HOE counterparts in the previous chapter, is presented as a case study and MOE interns' approaches to learning are evaluated in terms of congruence with, and divergence from, the LEARNt theory (Jones, 2009) framework. The findings inform further developments in the theory. Table 6.1, the MOE case study summary, provides biographic and experiential details of each MOE intern teacher.

As in the previous chapter (see Figure 5.2), the Case Study Analysis Template guides interpretation of each case study. MOE interns in problematic contexts with high levels of support (MOE 121, MOE 110 and MOE 138) are discussed first, followed by MOE interns in problematic contexts with low levels of support (MOE 1101 and MOE 133) and then MOE interns in non-problematic contexts with high levels of support (MOE 178, MOE 187, MOE 120, MOE 118, and MOE 134). No MOE interns were found to be in non-problematic contexts with low levels of support.

Table 6.1: MOE case study summary

Context/ Support	Intern/ Gender/ Age	Entry into BEd	Additional competency area	Most challenging experience (within NSW IT, 2005)	Approach to learning
Prob./ High Support	MOE 121 Female 26	Open Uni.	BEd Honors Science Education	Standards 5.1.2 and 5.2.5: Gaining classroom control, in a student-centred Science lesson (Standards 1.1.2 and 1.2.2).	Reflex -ive
Prob./ High Support	MOE 110 Female 21	PR Scheme	None	Standard 6.1.7: Action Research to understand and implement strategies to engage Special Needs and English Second Language students (Standards 2.1.5 and 2.2.5).	Adapt -ive
Prob./ High Support	MOE 138 Male 21	PR Scheme	National Accelerated (NA) Literacy program	Standards 2.1.6 and 2.2.6: Implementing NA Literacy program to meet the learning needs of Aboriginal, Special Education Needs and Challenging Behaviour students.	Transform - ative
Prob./ Low Support	MOE 1101 Female 32	Mature Age	NA Literacy Program	Standards 2.1.6 and 2.2.6: Implementing NA Literacy program to meet the learning needs of Aboriginal, Special Education Needs and Challenging Behaviour students.	Transform - ative
Prob/ Low support	MOE 133 Female 21	UAI	Catholic Religious Education	Disregard of intern's "rights" Ethical: Need for intern' "rights" to autonomy/support stipulated in Internship Handbook, and for teacher' rights to be included in Element 7.	Reflex- ive
Non- Prob/ High Support	MOE 178 Male 23	PR Scheme	None	Standard 6.1.7: Action Research to understand and implement strategies to motivate a disengaged student (Standards 2.1.5 and 2.2.5)	Adapt -ive
Non- Prob/ High Support	MOE 187 Male 26	Mature Age	ICT specialist skills	Standards 5.1.7 and 5.2.7: Managing student/student aggression in PE lesson. Ethical: Need for intern's "rights" to be informed of policy/procedure included in Internship Handbook, and for teacher' rights to be included in Element 7.	Transform- ative
Non- Prob/ High Support	MOE 120 Female 21	PR Scheme	None	Standards 5.1.7 and 5.2.7: Managing student aggression in classroom. Ethical: Need for intern' "rights" to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher' rights to be included in Element 7.	Adapt- ive

Context/ Support	Intern/ Gender/ Age	Entry into BEd	Additional competency area	Most challenging experience (within NSW IT, 2005)	Approach to learning
Non- Prob./ High Support	MOE 118 Female 21	PR Scheme	None	Standards 1.1.4 and 1.2.4, integrating Smartboard technology to enhance student engagement and learning	Transform- ative
Non- Prob./ High Support	MOE 134 Male 21	UAI	None	Standards 5.1.7 and 5.2.7, intern assaulted by student in outdoor PE lesson. Ethical: Need for intern' "rights" to be informed of appropriate policy and procedure included in Internship Handbook and Standard 7.1.5.	Transform- ative

MOE INTERNS IN PROBLEMATIC CONTEXTS WITH HIGH LEVEL OF SUPPORT

Three MOE intern teachers were in problematic internship contexts with high levels of support: MOE 121, MOE 110 and MOE 138. The first case study summary to be presented is that of MOE 121.

MOE 121 CASE STUDY

Introduction

MOE 121 was a 26-year-old female intern who entered the BEd (Primary) through the Open University pathway. The intern had undertaken an Honours dissertation in Science Education, worked as a teacher's aide in her internship school throughout her teacher education, and had team-taught Kindergarten to Year 2 Science in the year leading up to the internship. As MOE 121 explained, she had "always been able to go out, teach and talk to teachers about what we've learnt at uni." Of the 26 interns in this study MOE 121 had the most teaching and researching experience.

MOE 121's most challenging experience was managing student behaviours in a student-centred, investigative Science lesson (Standards 5.1.5 and 5.2.5, NSW IT, 2005) in which she experienced an acute state of cognitive dissonance. The intern teacher demonstrated critical self-reflection and transformative learning, but this was not a positive move to more inclusive and discriminating habits of mind. MOE 121 reverted to a teacher-centred, authoritarian approach to Science teaching; one opposed

to that presented in her teacher education (Korthagen, 2004) and Honours research. Perhaps transformative learning does not always inform more open, discriminating habits of mind.

Internship context

MOE 121 had a good understanding of aspects of the internship school and classroom environments due to her extensive experiences there throughout the degree:

I'm in a central school ... I had a pretty tough, Year 4-5 class of thirty students ... Quite a few kids came from low socio-economic backgrounds ... any conflict in the playground you can guarantee was ... from my class.

Internship support

MOE 121 had insights into aspects of the staff dynamics. Her mentor teacher and the Principal heightened her sense of belonging:

There's a few staff members that don't make it too easy ... but on the whole, the staff have been very collegial ... My supervising teacher's [given me] a lot of support ... The principal says what a wonderful job I've done.

MOE 121 as teacher and learner

Prior Learning

Within MOE 121's meaning perspective were well-informed theories of practice (schema) regarding Science education:

Doing Honours has given me the opportunity to ... pursue 'a different path' within the degree ... to understand specific issues [in Science teaching] and to make more informed decisions ... I try to find out what the kids are interested in ... put it in a format that interests them ... adjust my expectations and make sure they all contribute.

Through her additional competencies it was understood that MOE 121 would have a deeper knowledge and understanding of: Science "subject content and how to teach that content to students" (Element 1, NSW IT, 2005); and, how her students would most effectively learn (Element 2, NSW IT, 2005) in Science lessons, compared with that of her peers without the additional competencies.

Efficacy and Action

Although her overall efficacy was mid-range, MOE 121's efficacy for teaching Science was apparently high. She had used hands-on teaching methods (Riggs & Enochs, 1990), less teacher-directed whole-class instruction (Ashton & Webb, 1986),

and more humanistic classroom control (Woolfolk, Rosoff & Hoy, 1990) with the Kindergarten to Year 2 classes she taught before the internship.

Reflection informing Theory

MOE 121's reflection-in-action exposed the fact that her efficacy for teaching Science was undermined by one particular Year 4/5 Science lesson:

It was a Science lesson ... we were going to team-teach it, but my supervising teacher got called away ... Each table [group] had a small quantity of detergent ... the students kept jumping around and the paper clips kept sinking ... I had a backup plan ... I assumed they'd all be sensible ... but they weren't and we ended up with detergent everywhere.

MOE 121 began to question previously held assumptions and expectations, about how to get the students back on track:

I tried to ask questions ... have a class discussion, to get their attention ... I did the whole, 'If you're not listening your name goes on the board!' ... But, they didn't listen ... It was a terrible afternoon!

This was a threatening experience; acute cognitive dissonance arose, potential chaos loomed (Mezirow, 2000b, pp. 6-7) and the emotions surrounding MOE 121's meaning perspective were clearly enlarging.

MOE 121's comfort zone (Illeris, 2009) for reflection-on-action was in the outer levels of the onion model (Korthagen & Vasalos, 2005), as diagrammatically represented in Figure 3.2. Of her behaviour and competencies to manage the classroom environment during her Science lesson, she said:

I went home and had a think about it ... 'What can I do next time to be more in control of the situation?' and 'Where did it get out of control?' ... I think I probably handled it as best as I could at the time ... If I had known that the [other] teacher was going to a meeting I probably would have rethought the lesson.

Evidently, non-critically reflecting on content and process (adaptive learning) served the purpose of bringing the emotions under control.

MOE 121 was then able to critically self-reflect upon the premises underlying her Science teaching, and subjectively reframes her beliefs and sense of mission:

but I just thought ... 'I love teaching Science ... so I have to push through ... work out what I can do better!'

However, to achieve her primary goal, controlling the students was necessary and this became the driving force (Korthagen, 2004). MOE 121 reverted to old beliefs

(Wubbels, 1992) and “gestalts” (Korthagen & Lagerwerf, 1996), perhaps from her own experiences of Science lessons. The beliefs, knowledge, and skills developed during her teacher education coursework and Science Honours thesis were apparently “nullified” (Korthagen, 2004):

I've taught quite a few Science lessons since then ... I was very structured, had all of the equipment ... I only [got] people to help me if they were sitting up beautifully ... I picked one student at a time ... [It] worked really well.

It appeared that the epochal transformation of MOE 121's Science teaching pedagogy raised her efficacy. However, the teacher-centred, behaviourist approach was no longer in line with her beliefs, at least not for that time immediately after the “horror” lesson. The intern's frame of reference was no longer more true and justified for, in not being present to ones self (Rodgers & Raider-Roth, 2006), she was no longer present to the students (Noddings, 2003). Her approach was less congruent with her core beliefs, identity as a teacher of Science, and sense of mission in teaching Science. In this instance, transformative learning was not a positive move to more student-centred, more humanistic beliefs and practices. It is not known if, having brought the class under control, MOE 121 returned to her more student-centred, humanistic approach.

MOE 110 CASE STUDY

Introduction

MOE 110 was a 21-year-old female intern who entered the BEd (Primary) through the PR Scheme. She did not have an additional competency area. MOE 110 explained she had written her program before the internship, based on the Syllabus Unit Outlines and Work Samples (Standard 3.1.2, NSW IT, 2005); it was unclear whether she had consulted with the class teacher prior to taking this approach. Her most challenging experience was undertaking an Action Research project (Standard 6.1.7, NSW IT, 2005) to research and implement strategies to meet the Special Education Needs and Non-English Speaking Background of some of her students (Standard 2.1.5, NSW IT, 2005). MOE 110's mentor teacher adjusted the structure of groups within the classroom to place the intern in a situation in which she would succeed (Bergner & Holmes, 2000). MOE 110 transitioned into an adaptive approach to learning as she developed greater mastery through the Action Research project.

Internship context

Prior to the internship MOE 110 had undertaken an earlier practicum in the school, but in a different classroom. Her knowledge and experience of the school and the previous class led her to believe that the internship would be a similarly successful experience. MOE 110's previous experience meant her expectations of the internship were positive:

The school is a Catholic one with about 200 kids ... The Kindergarten class has 21 kids ... One student has Aspergers, one has Autism and there's an ESL student ... There's a range from high achievers to ones needing regular help.

However, the ability range and special needs of the students made the context problematic for MOE 110.

Internship support

MOE 110 experienced a high degree of support in her classroom and in the school:

I found the teacher expected a lot of me, which was fine ... the teacher was not demanding, she was excellent but it was very challenging ... The teachers really supported each other and there's a lot of professional development.

Additionally, the intern was given the opportunity to contribute to the professional development of staff:

During one staff development day ... I introduced an Audacity program [which I'd used with the students] to write a song and record the music ... the class performed the song ... and teachers asked me how to use the Program ... It was very rewarding when I could contribute.

These experiences bolstered MOE 110's sense of belonging in the school community.

MOE 110 as teacher and learner

Prior Learning

MOE 110 brought to the internship expectations and assumptions (schema) within her meaning perspective based on previous practicum experience at the internship school:

I'd done my last prac here, had the best time ... It was fairly smooth sailing.

Her positive expectations and efficacy beliefs were also reinforced by schema regarding thorough preparation (Standard 3.1.2, NSW IT, 2005):

I planned, I programmed using the Unit outlines and work samples ... I expected them to all be up to that standard ... I even spent days in the classroom before[hand] ... I knew I had an autistic child ... I wanted to be familiar with the [class] and them, familiar with me... I'd done everything in my power to prepare myself.

Efficacy and Action

However, MOE 110 experienced initial and a persistent state of dissonance, finding that she lacked the necessary competencies for teaching the students with Special Needs, and a student from a non-English speaking background:

But there was a greater range than I expected... The students with special needs ... and the ESL student made it very challenging ... I wasn't prepared for it! ... When I was settling in my lessons weren't going well ... It was my inability to communicate effectively ... Sometimes I'd turn to the teacher and say, 'They're not getting it. How else can I say it?' and they'd all be listening.

In this state of dissonance, MOE 110's emotions surrounding her meaning perspectives expanded (see Figure 3.1), and her efficacy continued its downward spiral. MOE 110's self-questioning may have also placed doubt in the minds of her students.

Reflection informing Theory

MOE 110 was keenly aware of the many ways in which she was struggling to cope. She found the comparison with her mentor teacher so marked that she lost her professional identity as an intern teacher:

The supervising teacher was a 'mother' figure ... they just all respected her ... wanted to please her ... It was difficult because I was younger ... more of a sister figure ... I was like a teacher's aide, while the actual teacher worked.

Her sense of failure as an intern teacher was also reinforced by the decision-making of the university supervisor and the mentor teacher:

Things were going so badly that when the UNE prac supervisor came ... she and my supervising teacher ... extended Phase 1 for another week.

Although MOE 110 may well have agreed that she was not ready to teach the class independently, the decision triggered acute dissonance on top of her already underlying sense of uncertainty and inadequacy:

Some days I didn't want to go ... I thought, 'Why am I making the effort?'

Having reached such a low point in her internship, MOE 110 engaged in non-critical reflection (an adaptive approach seen in Figure 3.3) with her mentor teacher, to begin the process of addressing the challenges she faced, to take charge and remove the threat of chaos. MOE 110 used the Action Research project to investigate how to develop better student-teacher relationships:

I sat down with the teacher and asked her what could I do. I needed to implement my own behaviour management strategies to ... develop a rapport with the students ... At the beginning I used intrinsic motivation ... but as part of my Action Research, I interviewed the Kindergarten students ... they preferred extrinsic rewards ... The Star Chart kept their attention ... helped me develop better rapport ... and showed them I was a teacher.

At this point the intern reflected at the outer levels of how she can better manage the environment, student behaviours, and her own teacher actions and competence. To also assist in the process, the mentor teacher placed MOE 110 in a positive situation in which her “status dynamic” (Bergner & Holmes, 2000) changed. The intern’s sense of failure was replaced with one of developing mastery:

The [mentor] teacher said ‘How about we break them into groups?’ ... I extended the top group, but also worked with the lower group ... when I brought them back together they could all understand.

MOE 110’s Action Research enabled her to more effectively address the challenge of teaching the Special Needs, and non-English speaking background, students:

To accommodate for diversities ... and manage behaviour ... You’ve got to research what works.

However, at this point she remained focused upon her behaviour and competency, rather than critically reflecting upon the premises that underlay the strategies she had researched and implemented:

Teaching’s a lot more complex and demanding than I thought ... I didn’t know if it was what I wanted to do ... but I’ve come such a long way ... I’m ready to be a teacher ... but I need to get more experience ... My teacher thinks I am ready to have my own class, but ... I think, ‘I have to do it by myself to prove to myself that I could do it ... it’s just daunting, very daunting!’

Without transitioning to a transformative approach, MOE 110 remained cautious in her assessment of her own preparedness for a graduate teacher status. However, through addressing issues of rapport and student motivation, MOE 110 had come a long way from seeing herself as the “teacher’s aide”.

MOE 138 CASE STUDY

Introduction

MOE 138 was a 21-year old male intern who entered the BEd (Primary) through the PR Scheme. He had undertaken professional development in the National Accelerated (NA) Literacy program, in his previous practicum. His knowledge and skill of this additional competency area enabled him to tackle his most challenging experience, that of implementing the NA Literacy Program within a class of Aboriginal, Special

Education Needs and Challenging Behaviour students (Standards 2.1.6 and 2.2.6, NSW IT, 2005). MOE 138 did not experience cognitive dissonance but demonstrated double-loop learning, including qualities of non-critical reflection and critical reflection; adaptive and then transformative approaches to learning.

Internship context

MOE 138 deliberately chose an internship environment, which would challenge his professional growth:

Throughout all my pracs I picked classrooms where there were major behavioural problems ... 'Prac is practice' is how I looked at it. I threw myself into situations I was not comfortable in ... it's a way of sharpening my behaviour management skills.

He made careful observations of his internship class before he commenced:

The school was in a low socio-economic, high Indigenous community ... there were family background problems ... I was on a Year 3/4 class ... nine students were Aboriginal and 15 of the 30 had behaviour problems... Five different teachers' aides come into the class ... The class average was at least a stage behind for Maths and English ... the average reading age was around Year 1.

Although challenging, MOE 138 did not find the situation overwhelming but instead he took the initiative in developing respect, rapport and creating a positive learning environment:

I had heard about the class so I went in and spent a day with them before I started my internship ... The kids were very flighty so ... I went in hard ... I think I got a balance between being strict, having very high expectations, but also getting the students engaged.

Internship support

The support MOE 138 received from his mentor teacher was positive, and had an impact on his teacher identity:

My supervising teacher [was] in her fifties ... she was very helpful, she allowed me to implement the [NA] Literacy program ... She pretty much gave me the reins from Week 2 ... the freedom to make programming and class timetabling decisions ... to have a say in how I wanted the class to run ... to use my ideas to teach to them ... it really impacted on the way I saw myself as a teacher, not just a student teacher.

However, the negative reception of other staff placed MOE 138 at considerable risk:

I found fitting in with the staff and the staffroom was the biggest challenge ... they didn't want to know I was in there ... It took weeks to ... get the respect of some teachers ... If I asked for help they didn't take the time ... Once, on playground duty, I had a kid bailing up other students with a stick ... I sent a child to the staffroom to get another teacher ... When no support came I just grabbed the student, grabbed the stick out of his hand and took him to the Principal ... I knew I could be in a lot of trouble ... but I talked to my supervising teacher ... and the Principal and they agreed, 'That's the way [they] would have done it.'

The situation with the staff exacerbated a critical incident and raised important ethical issues regarding the need to include the “rights” of intern teachers in the Internship Handbook (UNE, 2008) and teachers in the NSW IT Professional Teaching Standards (2005) framework. Although the lack of support was noted, MOE 138 was buoyed by the positive relationships he experienced with his mentor teacher and the Principal; and these were to have the greater impact on his learning.

MOE 138 as teacher and learner

Prior Learning

MOE 138’s previous NA Literacy program professional development meant he also had knowledge of strategies to remediate the needs of the Year 3/4 students:

I had been to Accelerated Literacy [the NA Literacy program] professional development in my third-year prac. I had the paper work, sample lessons and simple texts.

MOE 138’s schema was well informed in terms of demonstrating a range of literacy strategies to meet the needs of all students including Aboriginal and Special Needs students (Standards 2.1.6 and 2.2.6, NSW IT, 2005).

Efficacy and Action

Although of medium overall efficacy, MOE 138 had a high context- and task-specific self-efficacy belief for implementing the Program:

My supervising teacher sounded very interested and got involved ... We attended two [NA Literacy program] professional experience days together ... She said, ‘Just go with it, see what works, see what doesn’t work ... then reform it if you need’ ... I created and implemented our program ... I based my Action Research on it.

MOE 138 used the implementation of the NA Literacy program as the basis of his Action Research. The secure, professional relationship between the mentor teacher and the intern ensured they were learning together. MOE 138’s self-concept was empowered by the status dynamics of the mentor teacher communicating faith in his capabilities (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001) and by the extent of his mastery learning (Bergner & Holmes, 2000).

Reflection informing Theory

MOE 138 did not experience cognitive dissonance as a catalyst to taking a double-loop, transformative approach to his learning. However, MOE 138 first reflected at the outer levels of his meaning perspective (Korthagen & Vasalos, 2005) (as

illustrated in Figure 3.2) on his own behaviour and competence, and that of the students:

The results showed it definitely works ... Kids who couldn't read the text, reading it after the five-week cycle ... reading the whole text ... with about a 50% increase in accuracy.

MOE 138's "open-minded, responsible and wholehearted" (Dewey, 1933) commitment was evidenced in the evolution of his reflection from non-critical to critical. He transitioned into double-loop learning by critically self-reflecting at the inner levels of his beliefs as he reaffirmed his teacher identity, and sense of mission within the profession:

I've learnt heaps having that opportunity ... just reading about it wasn't enough, I had to implement it ... It took a few weeks of working with the kids on the Program ... to get them to respect me as a teacher and to knuckle down to the new [literacy] approaches.

In subjectively reframing, MOE 138 demonstrated incremental transformative learning, mastery, and renewed passion for transitioning into the profession:

I think, 'Throw me into the deep end and see how I go!' ... I have a willingness to learn, change and be flexible. I encourage other Interns to 'learn from your superiors, ask them as many questions as you want, don't be too proud to ask'. Learning is done in your practical experiences in the classroom.

MOE 138 demonstrated greater competence than described at the Graduate Teacher level in the NSW IT Professional Teaching Standards (2005). He did not simply "demonstrate knowledge of a range of literacy strategies" (Standard 2.1.6, NSW IT, 2005); he operated at the key stage of Professional Competence by applying his literacy knowledge "to meet the needs of all students including Aboriginal and Special Needs students" (Standard 2.2.6, NSW IT, 2005). In addition, MOE 138 also fostered the professional growth and development (Jarvis, 1992) of his mentor teacher in the Program:

She's pretty heavily involved in it now ... She's kept it up actually because we found it was working very, very well. She's actually taken it and introduced it in the other classrooms, so it's been good!

In being a pedagogical risk-taker (Guskey, 1988), persisting with students who were struggling (Gibson & Dembo, 1984) and in enhancing the literacy skills and efficacy of the students (Hosung, et al., 2002), MOE 138 demonstrated authenticity (Cranton, 2001): his behaviour was congruent with his words (Brookfield, 1990; Ray & Anderson, 2000) and his core qualities (Korthagen, 2004).

MOE INTERNS IN PROBLEMATIC CONTEXTS WITH LOW LEVEL OF SUPPORT

Two MOE intern teachers were in problematic internship contexts with low levels of support: MOE 1101 and MOE 133. The first case study summary to be presented is that of MOE 1101.

MOE 1101 CASE STUDY

Introduction

MOE 1101 was a 32-year-old female intern who gained “mature age” entry into the BEd (Primary). Like MOE 138 in the previous case study, MOE 1101 had undertaken the National Accelerated (NA) Literacy program professional development before her internship. Her most challenging experience was programming and implementing the NA Literacy Program to meet the literacy needs of students, including those with Aboriginal and Torres Strait Islander background, and Special Education Needs (Standards 2.1.6 and 2.2.6, NSW IT, 2005). MOE 1101 did not experience cognitive dissonance; she engaged in double-loop learning, transitioning from an adaptive to a transformative approach.

Internship context

MOE 1101’s internship school was problematic in terms of socio-economic disadvantage, indigenous students’ literacy needs, and students with Special Education Needs:

My internship was at a small (DEC) school ... on the Priority Schools Program⁵. About 80% of students were from low socio-economic backgrounds and about 30% were indigenous. I had 21 students in my Year 1 class ... five were from Aboriginal or Torres Strait Islander background ... I was told to program for Stage 1 outcomes but there were a significant number of students struggling to achieve these outcomes, particularly in English, with reading.

Internship support

MOE 1101’s relationship with her mentor teacher was uncertain:

I knew my supervising teacher before I began my internship, which might have been a detriment ... When I asked how my lessons were going ... it was always met with vague answers ... I was coming home feeling very frustrated ... but I thought, ‘She really likes me and we do have a good relationship.’

The intern’s relationship to other teaching staff in the internship school was also tenuous:

⁵ Priority Schools Program is a program for additional Federal Government funding for socio-economically disadvantaged schools.

I didn't have a strong enough relationship with the teachers to debrief ... they were really busy ... and I didn't want to be seen as 'getting in the way' so ... I didn't really talk about it at school.

MOE 1101's frustration at the lack of appropriate support had her thinking:

'I'm going to ring the Prac[ticum] Office' ... There were a couple of kids whose behaviour was quite difficult ... [but] I didn't ... It might have damaged the relationship.

MOE 1101 sought support outside the internship context, rather than from her mentor teacher or the other teachers within the internship school:

My partner is a beginning teacher and so I talk to him a lot about what he'd do in certain situations ... If I catch up with fellow students, we'll debrief.

MOE 1101 as teacher and learner

Prior Learning

MOE 1101 was one of only three interns, in this study of 26 intern teachers, who made explicit connections between theory encountered in BEd (Primary) coursework and classroom praxis:

The [NA Literacy program] professional development consolidated my beliefs and what I've learnt at university. They were both along the same lines! ... The Program is based on Vygotsky's notion of the Zone of Proximal Development ... that what students are learning should be a little bit beyond what they are able to do by themselves, but can do with assistance. (Element 2, "Teachers know their students and how they learn".)

MOE 1101's mastery knowledge and additional competencies from the NA Literacy program provided a frame of reference against which she engaged in objective reframing, critically appraising her mentor teacher's approach:

I observed my supervising teacher in ... the first two weeks ... I noticed nothing was developmental or sequential in her English sessions ... spelling, story writing and handwriting were all just short, sharp, one-off lessons (Elements 1 and 2, "Teachers know their subject content and how to teach it" and "know their students and how they learn").

Efficacy and Action

MOE 1101's capacity to bridge the divide between theory learnt in university coursework and the classroom was enabled by her approach from the very start of the internship; it was one of full presence, awareness and mindfulness of the needs of the students and the competencies and behaviours of the mentor teacher to meet these:

It gave me the confidence (it may sound a bit arrogant) to believe that my way of thinking is going to help the students more than what had been done in the past ... because it's a holistic approach aimed at developing students' reading, writing, spelling, talking and listening through a highly literate text.

Her strong sense of efficacy appeared to be based on a depth of knowledge and understanding.

Reflection informing Theory

The opportunity for MOE 1101 and her mentor teacher to attend the NA Literacy program professional development together had a significant impact on her teaching and learning:

I was given the task of writing the English program ... after my supervising teacher and I attended the [NA] Literacy Program professional development, it gave me the confidence to do it ... It was a good situation to be in because it was new to my supervising teacher, and new to me. My supervising teacher hadn't started the program and got set into her ways ... she was willing to listen to some fresh ideas, which was good.

Being granted autonomy to implement the Program provided MOE 1101 with opportunity for mastery learning, which raised her efficacy further.

Although MOE 1101 did not experience dissonance, threat and heightened emotions surrounding her meaning perspectives, she did engage in double-loop, transformative learning (as illustrated in Figure 3.2). MOE 1101's reflection-on-action is at first non-critical, focused upon the behaviours and competencies of the students in the initial implementation:

Overall I noticed that the low achieving students were motivated and writing amazing passages ... At the end of my internship, [their writing] was a much higher quality ... they improved from writing one sentence to about five sentences ... They were reading the same level text as their peers who are stronger readers ... that was really refreshing!

She then goes on to reflect on students' responses to a second rotation of her teaching:

The second book sequence I did helped to refine the practices of the first book. I noticed all the students were really engaged ... Even in the first week they were all reading the text really well, and had developed a good understanding ... the quality of their reading and writing improved dramatically in such a small space of time ... In terms of the outcomes, I think their learning was really quite profound.

She had motivated and engaged the students to the point where they were taking ownership of their learning. The students' increased efficacy came from their increased literacy competencies, and from the intern teacher's high sense of efficacy:

I was really amazed ... towards the end of the term we ran out of time to finish our stories ... I was actually asked by a number of students if they could finish their stories (laugh of disbelief), in their [lunch] time ... I couldn't believe it! ... When I think about that I get a big smile on my face ... It really gave me a taste of the power that teachers have over students' learning ... It was really good and I was just dying to ... get out there and do it!

The critical self-reflection and reflective judgments MOE 1101 made regarding her beliefs about, and her mentor teacher's approach to, literacy enabled the intern to engage in subjective and objective reframing:

A lot of my educational philosophies ... were confirmed ... Even though my supervising teacher challenged a few of my ideas ... rather than bowing down to suggested ideas, I was happy with the way [I taught]. The principles ... were in line with what I've learnt at university. I was comfortable with that way of teaching, and that way of thinking.

By integrating constructivist theory, MOE 1101 was effectively insulating herself from the pressure to "run with the herd" (Sharp, 1995, p. 48).

MOE 1101's meta-cognitive awareness was a key component of her transformative approach to learning, and the achievement of authenticity (Cranton & Carusetta, 2004); she could act on her beliefs. She reflected at the outer level of environment, behaviours and competencies:

I really internalise things ... there's never a moment when I'm not thinking, 'What worked well?', 'What didn't work?' and 'What can we do different next time?' ... I take it home and I'll dream about it (laugh)! I'm at the beginning of my career, there's a lot that I need to learn and ... perfect.

The intern also engaged in core reflection (Korthagen & Vasalos, 2005) at the inner levels of her beliefs, professional identity and sense of mission enabling her to concentrate on her students' learning and herself as the teacher. She recognised the crucial place of struggle and incremental growth in her learning:

There's been times I've felt, 'I'm not going to be able to do it!' ... but, it's those times that really help you to learn, evolve and perfect your skills. It's like a musician: When you first pick up a violin, you can't automatically play beautiful symphonies ... You start with the basics and work your way up.

In spite of her secure professional identity MOE 1101 was cautious in the claims she made about herself as a teacher:

I've learnt I am hardworking, persistent, have confidence and a professional manner ... I can really make a difference ... I don't think I'm a good teacher, but I will become one! ... I've got the theory, the underpinnings ... but haven't had a lot of practice. Teaching's an art, a craft perfected over time.

MOE 1101 not only undertook her own critical self-reflection and incremental transformative learning, but she mentored her mentor teacher in the transformation of schema, habits of mind and pedagogical practice (Standards 2.1.6 and 2.2.6, NSW IT, 2005):

The teacher had changed from programming and teaching where nothing was developmental or sequential, in her English literacy sessions, to continuing on with what I'd been doing [in the NA Literacy program] ... so I think it sort of changed her thinking as well.

In this case study there is evidence of a MOE intern teacher operating at two key stages, Graduate Teacher and Professional Competence, within the NSW IT Professional Teaching Standards (2005).

MOE 133 CASE STUDY

Introduction

MOE 133 was a 21-year-old female intern, who entered the BEd (Primary) through the University Admissions Index (UAI). She had undertaken a Catholic Religious Education unit of study, in addition to the BEd (Primary) coursework to, as she explained, “get my foot in the door” (of teaching in Catholic schools). Her most challenging experience was an ethical one relating to the lack of an appropriate time allocation for undertaking the Action Research Project, as prescribed in the Internship Handbook (UNE, 2008). In addressing the issue, MOE 133 took a reflex-ive approach. Although this dilemma does not fit directly within the NSW IT Professional Teaching Standards (2005) it does highlight the issue of a lack of “ethical behaviour” (Standard 7.2.5, NSW IT, 2005). The “rights” of students are considered, within the framework, but not the “rights” of interns or indeed of teachers at any stage in their professional development.

Internship context

MOE 133 chose a Catholic school for her internship:

It was a very large catholic school in a regional centre ... I was in the Infants campus ... on a Year 2 class with 27 students. One boy had Aspergers and another had severe learning difficulties.

Neither the class nor the Special Needs students appeared to be MOE 133's primary consideration or preoccupation.

Internship support

MOE 133 was unsure of her relationship with her mentor teacher throughout her internship:

I think that I had quite a good relationship with my supervising teacher ... she'd been teaching for a long time ... and was one of the best skilled teachers I've had ... I learnt a lot from just watching her teach. If I was unsure ... I would always double check with her ... she was aware of the school's policies.

Although she respected the mentor teacher's expertise, it eventuated that when MOE 133 faced her most challenging experience, in reality she felt unsupported and appeared to be on her guard throughout the internship. She failed to develop an assured sense of belonging.

MOE 133 as teacher and learner

Prior Learning

MOE 133 brought habits of mind and points of view regarding the imperative of employment in the Catholic Education system:

I've been given a lot of opportunities in the Catholic system ... I've come to realise that teaching in the Catholic system would be a good choice for me.

This agenda appeared to drive the intern's decision-making and shape the nature of her learning. Rather than critically reflecting on and improving her teaching practice (Standard 6.1.1, NSW IT, 2005), MOE 133 focused upon belonging through normative and impressionistic learning (Mezirow, 1997).

Efficacy and Action

Although MOE 133 claimed to be in "a very good relationship" with her mentor teacher, difficulties arose:

I had a confrontation ... with my supervising teacher ... [our] expectations were different ... I had been told, 'three days teaching and two days Action Research' [but] she thought, 'Three days teaching and two days working with students [and] in the classroom observing good practice ... The Action Research ... you do in your own time.' ... I said, 'Yep, I'm happy to do that.'

Since the Internship Handbook (UNE, 2008) explicitly detailed three days teaching and two days Action Research, the situation was one of professional politics grounded in ethics. It was the mentor teacher's responsibility to ensure the guidelines were understood and implemented.

Reflection informing Theory

MOE 133 confirmed her understanding of the internship workload with the university:

When the disagreement first emerged, I immediately rang the Professional Experience office at the University to confirm ... the requirements. I was backed up by the Office. They said, 'No you're right. Is there a problem?' and I said, 'No, no there's no problem, I just wanted to confirm.'

However, in MOE 133's reflection-on-action it was clear that rather than being assertive about an appropriate allocation of time to meet all aspects of the internship assessment, she would acquiesce to the inaccurate expectations of the authority figure (her mentor teacher and assessor):

Once I knew that I was right ... that's all that mattered to me (laugh) ... I never said I'd clarified it with the Prac Office ... It wasn't worth it!

The pattern of relating between the intern and the mentor teacher and the persistent state of dissonance were audible in MOE 133's reflection-in-action. Fearful of not measuring up, the intern experienced heightened emotions, which pushed her comfort zone to the outer levels of the meaning perspective (see Figure 3.4), and limited her approach to one of reflex-ive learning. MOE 133 failed to find her "voice" (Kegan, 1994), choosing to make the expectations of the mentor teacher her priority:

I just did as she wanted 'cause I thought, 'She's the one writing my report (laugh) at the end of the day' and I didn't wish to stir the pot ... The Action Research got left until the holidays ... I just didn't think it would be worth making a fuss ... I was quite concerned about ... covering [my] own back ... I wanted to be absolutely sure I was doing the right thing ... You have this 'Prac student cloud' hanging over your head ... You're the intern, not an actual teacher ... teachers and students know you're not qualified ... they're always double-checking you ... Sometimes you feel hard done by.

Core qualities of MOE 133's teacher identity and mission remained hidden, and not enacted.

MOE 133 neither non-critically nor critically reflected with her mentor teacher, or other teachers within the school, but rather with friends and peers:

I thought about the situation in my head ... it was weighing on my mind ... I talked to my friends and other interns ... We swapped stories; it's a really big part of the reflection thing I think (laugh).

Although it is known that "trainees can learn a lot from each other" (Chivers, 2010, p. 128), it was unclear what learning had eventuated from MOE 133's narrative reflection with her peers.

Assumptions and expectations evidenced in her docile and dutiful approach remained uncritically examined:

I felt that as a prac student I was always double-checking that everything was 'just so' as I was conscious of the report that was going to be written and naturally I only want to do the right thing by anyone, anyway.

You're asked to do a little bit more than what's required and you do it because you want to do the right thing ... You have to be on your best behaviour all the time ... you don't want to get on the wrong side of anybody.

She was locked into a relentless cycle of non-reflection, and normative and impressionistic learning, rather than non-critical reflection and critical reflection. Unable to resolve the issues surrounding the self, MOE 133 appeared unable to turn her attention to student learning.

MOE INTERNS IN NON PROBLEMATIC CONTEXTS WITH LOW LEVEL OF SUPPORT

Six MOE intern teachers were in non-problematic internship contexts: MOE 178, MOE 187, MOE 120, MOE 118, MOE 134 and MOE 110. These are now presented.

MOE 178 CASE STUDY

Introduction

MOE 178 was a 23-year-old male intern who entered the BEd (Primary) through the PR Scheme. He did not bring an additional competency area to his teaching. His most challenging experience was undertaking an Action Research project (Standard 6.1.7, NSW IT, 2005) in which he had to research and implement strategies to motivate a particularly disengaged student (Standards 3.1.4 and 3.2.4, NSW IT, 2005). MOE 178 experienced a persistent state of dissonance as he struggled to achieve his goal. The intern evidenced an adaptive approach to his learning: he focused upon the outer levels of modifying the students' behaviours by assimilating points of view and altering his own behaviour and competencies. The intern did not appear to critically reflect upon the beliefs (premises) that were underlying his decision-making.

Internship context

MOE 178 undertook his internship in a large public school:

There's about 700 kids in the school. I was on a Stage 3 class ... the kids were a bit of a challenge ... I found out the hard way that ... you've got to put in the hard yards for it to work properly ... If you weren't really organised you were concentrating more on trying to manage [behaviour] rather than getting on with the lesson.

Internship support

MOE 178 developed a good rapport with his mentor teacher:

I had a very supportive mentor teacher ... in her late 40s ... After school we'd go to the pub and have a beer ... you'd be able to talk about individual kids ... use language you might not use at school ... she appreciated what you thought.

The intern, however, found the school executive somewhat removed:

You've got different groups in the staffroom ... executive staff in one part ... I didn't talk so much with 'people up the chain'.

He preferred to dialogue with:

Normal teachers, younger staff ... and other interns ... see what they faced ... offer a little bit of advice ... People my own age can empathise ... we're from the same tertiary school, had similar experiences ... No one's above you and you're not above them.

MOE 178 as teacher and learner

Prior Learning

Within MOE 178's meaning perspective were theories of practice (schema) regarding teacher–student relationships (Standard 5.1.1, NSW IT, 2005):

A good teacher has to be really good at developing a good rapport with students and behaviour management ... If you can't do that then you aren't going to be able to teach very well.

He also held schema regarding the relationship between lesson preparation, student engagement and achievement of the learning outcomes (Standard 3.1.2, NSW IT, 2005):

Also, you have to be organised ... I had a day once when I wasn't ... it was reflected in my lessons ... the 'wheels fell off' ... I walked away feeling I hadn't achieved what I set out to do ... I was concentrating more on managing behaviour than getting the content of the lesson across.

Efficacy and Action

For his Action Research project, MOE 178 chose a situation in which he needed to build on his schema regarding “knowledge of”, and the capacity to, “select, develop and use a variety of appropriate resources and materials that engage students and support their learning” (Standards 3.1.4 and 3.2.4, NSW IT, 2005):

In my Action Research project, I took on one of the kids I believed wasn't particularly motivated ... I talked to my mentor and other senior teachers about the child ... I got given some books ... that helped a bit ... My mentor teacher ... arranged ... some professional development [about] 'Choice theory' I tried to find strategies ... that showed a change.

However, the intern appeared to lack the competencies for exploring educational ideas and issues through his Action Research (Standard 6.1.7, NSW IT, 2005), which diminished his efficacy.

Reflection informing Theory

MOE 178's reflection-in-action revealed a growing sense of anxiety, as he came to the realisation that his schema was inadequate to deal with the issue. As the emotions expanded, the comfort zone within which he was able to operate lay outside the core of his meaning perspectives (as illustrated in Figure 3.3). Perhaps this was a subconscious response: reflecting upon behaviours and competencies of the student and himself, so as to protect his identity as a "good teacher", which he was beginning to question:

Some days it seemed like he was turning round ... and it felt very rewarding to think that maybe I'd had a hand in that ... but other days he'd have an absolute shocker and I'd think, 'Am I getting through at all?' Part of me was hoping I wasn't doing it for nothing ... but as I wrote in my report, 'I don't know if I really achieved what I set out to do.' ... The frustration got to me a bit.

MOE 178's reflection-on-action provided insights into the intern's non-critical reflection and adaptive approach to learning. Although the Action Research project provided an opportunity for greater mastery learning which would have informed a more critical approach to reflection, this was not the case. MOE 178 simply assimilated points of view and behaviours that were congruent with his existing schema regarding the role of the teacher:

My Action Research did change ... the way I communicated my behaviour management ... I let the student know how his choices would influence him later ... I wouldn't buy into arguments ... I learnt how to pick when he was trying to manipulate the teacher, and just defuse the situation ... leave it till the student had cooled down and talk to them later.

It got me thinking about my whole behaviourist approach to learning ... I'm a behaviourist through and through ... I suddenly felt my mind open to this new Choice theory ... It's a different way of looking at what motivates people.

When the strategies which MOE 178 integrated into his teaching were less than effective, MOE 178 reflected at the outer levels of the meaning perspective: the student's home environment; the student's behaviours; and, then his own behaviours and competence:

It could have been something out of my control ... I think if I was the teacher ... I'd try to get his parents involved a bit more because I think some of the behaviour may be stemming from home, but of course with Action Research I didn't want to delve too much into that ... I was a little bit annoyed at the student too ... he was showing a complete lack of interest ... I suppose kids don't really realise how the choices they are making now are going to affect them further on, and that annoyed me ... I s'pose ultimately, I probably didn't employ the right strategies ... I thought that I'd be able to make a bigger difference.

Without the depth of learning generated by critical reflection and a transformative approach, MOE 178's professional learning lacked mastery. He appeared to emerge from the challenge with his identity as a teacher, and his sense of mission still intact:

'I can do this job! I can go out and be a teacher and do it successfully!'

However, the foundations upon which he had built were less than sound, as the intern prepared for the graduate teacher role.

MOE 187 CASE STUDY

Introduction

MOE 187 was a 26-year-old male who entered the BEd (Primary) as a mature age student. The intern used Information and Communication Technology (ICT) knowledge and skills from his prior employment to enhance the engagement and learning of his internship class:

I have a fairly strong ICT background ... I integrated a lot of technology ... it was quite different to what the class had seen before. I enjoyed seeing them succeed with the skills I'd taught them.

MOE 187's most challenging experience was managing a student's aggressive behaviour in an outdoor PE lesson (Standards 5.1.5 and 5.2.5, NSW IT, 2005). The intern experienced an acute state of dissonance and a transformative approach to resolving the issue.

The situation MOE 187 faced raised a number of important ethical concerns, including: ensuring the inclusion of an intern's "right" to be informed of the school's critical incident policy and procedures; the imperative of including a clear articulation of interns' "rights", not just their "responsibilities", within the Internship Handbook (2008); and the need to include the "rights" of teachers within the NSW IT Professional Teaching Standards (Standard 7.1.5) alongside the "rights" of students.

Internship context

MOE 187 was positive about the diverse cohort of students in his classroom:

It was at ... one of the biggest schools that I've taught ... there were over 700 students. I was on a Year 5 class of 30 kids with a pretty broad spectrum ... Indigenous kids, kids with learning difficulties and some with behavioural problems. It was a nice mix.

Internship support

The effective co-teaching relationship MOE 187 experienced with his mentor teacher ensured a strong sense of belonging and authentic opportunities for autonomy and mastery learning:

My supervising teacher was young and fresh ... in her late thirties. We had a really good relationship. She was really open and shared everything she knew; she also gave me a lot of freedom to make the class my own. It was such a good thing to get ... that sort of partnership ... early on.

MOE 187 as teacher and learner

Prior Learning

MOE 187 embarked on his internship with the intention of examining his core beliefs, teacher identity, and sense of mission:

The internship is your final chance to see, within yourself, whether you've made the right decision or not [in becoming a teacher] ... It was my chance to do things that weren't emulating the teacher ... to see whether my ideas and ideals actually worked in practice ... Knowing when kids push the line and you're there by yourself, that strategies you've learnt actually work.

MOE 187 was in effect demonstrating a determination “to reflect critically on, and improve [his] teaching practice” (Standard 6.1.1, NSW IT, 2005).

Efficacy and Action

MOE 187 explained a very difficult situation, which arose in the first week of Phase 2 of the internship, during which he had complete autonomy with the class:

It was in a PE lesson ... One boy who was on medication for ADHD⁶ liked to push the line a bit ... he [had drunk] a few energy drinks ... at Recess, which I didn't realise ... In PE ... he didn't agree with some of the refereeing decisions and decided to make a scene. It was pretty confronting when you've got the whole class out.

Reflection informing Theory

MOE 187's reflection-in-action was fast-paced and insightful:

I hadn't been in that situation before ... lots of thoughts were running through my head at a million miles an hour! I didn't want him to jump the school fence and run off down the road ... It was a matter of being able to get everybody in safely without the situation escalating ... using non-confrontational strategies ... taking a deep breath ... running through your head, 'Where do I go? Is there someone about? I only have a little time.'

The emotions surrounding his meaning perspective were expanding as anxiety and the threat of chaos, and cognitive dissonance, loomed. However, through “mindfulness”

⁶ Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder characterised by attention problems and hyperactivity. ADHD is considered a disruptive behaviour disorder in similar vein to Oppositional Defiant Disorder (ODD).

(Brown & Ryan, 2003; Germer, et al., 2005) and presence, MOE 187 was able to be “fully present and perceive what was happening in the moment” (Rodgers & Raider-Roth, 2006):

Then I thought, ‘Hold on, I’m going to get everyone back inside and I’ll deal with the student later.’ ... It took a lot of thinking on the spot ... It’s one of those things that you can go to as many lectures, and read every book under the sun, but until you’re in the situation you don’t know how you’ll react.

MOE 187’s reflection-on-action revealed three key insights: Firstly, that his capacity for critical self-reflection (subjective reframing) meant he had a means of ensuring that his behaviours were congruent with his core beliefs (Brookfield, 1990; Ray & Anderson, 2000):

I chose not to confront him ... I packed up the game and moved everyone back inside as if it was a normal situation ... On the way back he calmed down ... As the class was going out to lunch I just pulled him aside and had a quick word and he actually apologised and explained what had happened.

Secondly, through his critical self-reflection he was able to empathise, overcome adversity, and foster his own authenticity (Buber, 1961):

You’ve got to think about it from a different point of view: sort it in a non-humiliating way ... I gave him time to calm down and me time to think about how... to deal with it ... It was important he didn’t feel pushed into a corner ... The students knew if they pushed your buttons, you’re not going to flip out ... You build a lot more respect if they can approach you.

Thirdly, through objective reframing (reflective judgment) MOE 187 established how his teacher beliefs and behaviour would be different from the gestalts of authoritarian teachers:

It’s definitely a stressful situation. You’re the adult ... and your rational thinking doesn’t always come through in other people’s behaviour ... you might be thinking, ‘Why are they reacting like this?’ ... You get a completely different response from students if you aren’t that authoritarian figure. Some teachers think, ‘You’ll respect me because I am the teacher.’ ... I didn’t really enjoy it when I was taught that way ... I can still get respect but it’s a mutual sort of thing.

Although MOE 187’s transformative approach in this instance was epochal (stimulated by a single event), there is evidence to suggest that its development was cumulative, over the period of his teacher education perhaps.

MOE 187’s empathic, student-centred, humanistic approach resulted from his capacity for “open-mindedness, whole-heartedness, and responsibility” (Dewey, 1933):

I looked back at what worked ... in the context ... I'm looking for strategies that get students ... engaged [and] I can repeat again and again ... You can have something ... planned to the square second then it won't work ... it's just the way it is sometimes.

In confirming that his “ideas and ideals actually worked in practice”, MOE 187 strengthened his beliefs about the kind of teacher he wanted to be:

I learnt I'm a lot calmer than I thought ... I wasn't a hundred percent sure I could distance myself ... [but] I am in control of my responsibilities ... When I get inside the classroom ... I take a back seat ... see things through different eyes ... say, 'Hold on, this might have nothing to do with what I've been doing, [it] might be something else!'

MOE 187's capacity for critical self-reflection and reflective judgment ensure he has the transformative learning capacities for life-long learning:

I was always actively seeking feedback ... it's shown my willingness to learn ... the more knowledge you get ... the better off you are.

MOE 187's double-loop learning approach was evidenced in the way in which he first reflected at the outer levels of the meaning perspective, on his behaviour and competency for managing the environment and the student, prior to transitioning into core reflection when the situation had been resolved. This approach was consistent with the portrayal of transformative learning in Figure 3.2. The intra-personal knowledge, skills and insights of this intern equipped him well as his own ongoing teacher education (Korthagen, 1993).

MOE 120 CASE STUDY

Introduction

MOE 120 was a 21-year-old female intern who entered the BEd (Primary) through the PR scheme. She did not have an additional competency area. Her most challenging experience was ensuring the safety of students in the classroom, when a student threatened to assault a classmate (Standards 5.1.7 and 5.2.7, NSW IT, 2005). MOE 120 was vulnerable to further critical incidents because ethical issues of not informing the intern of the school's critical incident policies and procedures disregard the intern's “rights” (Internship Handbook and overlooked in Standard 7.1.5 of the NSW IT, 2005). MOE 120 demonstrated an adaptive approach to her learning: she un-critically reflected and assimilated the points of view of others.

Internship context

MOE 120 described the nature of her internship class:

In the school I was in there was one teacher for each grade. I had a Year 6 with 29 kids ... Some behaviours were a little bit challenging, but it was a fairly good class. One student with special needs was just on the Aspergers spectrum.

Internship support

Although MOE 120 was comfortable with the support she received, it is questionable whether the intern was challenged to critically reflect (Jayne, 1995; Kettle & Sellars, 1996):

It was the first time I had a male supervising teacher so I didn't know what to expect but he was great. He'd give me little hints afterwards ... He would pretty much leave me with the students ... he trusted me heaps.

It appeared the intern was simply provided with emotional support (Collison & Edwards, 1994), which may have inadvertently imposed a ceiling (Garrigan & Pearce, 1996) on her professional development.

MOE 120 as teacher and learner

Prior Learning

There was an apparent contradiction between MOE 120's schema regarding being "really organised" and "organise the day as you go":

My biggest thing was organisation ... you have to be really organised ... the teacher's there to facilitate students' ... discovery learning and research tasks and things like that ... Things come up so I ... pick and choose the main things I want them to learn ... kind of organise the day as you go.

Her use of the phrase, "discovery learning and research tasks and things like that" appears to be an unconvincing attempt to refer to approaches encountered in university coursework. It is uncertain if the intern had the depth of knowledge and understanding necessary to translate the theory into her teaching practice.

Efficacy and Action

MOE 120 encountered her most challenging experience when she was just one week into Phase 2 of the internship, in which she was given complete autonomy with the class:

The third time I [took] the class for a full day ... one of the students ... reacted because another kid was picking on him ... He was ready to smash this kid's head in.

As cognitive dissonance arose, so too did the emotions surrounding the meaning perspective.

Reflection informing Theory

MOE 120's reflection-in-action provides a window into the extent of her anxiety. As the intern became aware of the precarious position she and all the students were in, cognitive dissonance arose:

I took in the situation really quickly. I thought 'OK, I had better get him away quickly ... stop him from hurting this kid ... defuse the situation ... before anything happen[s]. What can I do? What can I do?'

MOE 120 struggled to ensure the safety of all the students in her classroom. In attempting to make sense of the situation it appears she drew upon a gestalt from her own schooling, rather than behaviour management lectures:

Although he towered over me and sort of puffed himself up, I had to ... get in front of the kid and say, 'Go to the principal!' ... I was thinking, 'I'll have to stick to my guns ... otherwise he won't go and things might go bad!' ... I was shaking ... it was a little bit hard but I knew I had to get them under control, or the class would go crazy! ... I made him look at me and repeated, 'OK, time to go now!' but he said 'You can't make me do that!' ... I was like, 'I can 'cause I'm the teacher. Now go!' He went, surprisingly (nervous laugh), but I was really scared and shaky.

The emotions surrounding the meaning perspective became increasingly charged as she struggled to remove the offending student. The threat of chaos pushed the intern's comfort zone for reflecting to the outer levels of the meaning perspective as illustrated in Figure 3.3.

MOE 120 was in a double bind: in sending the student behaving aggressively to the Principal, the student was without supervision; and if she had kept him in the room, she placed herself and the other students at risk. MOE 120's reflection-on-action revealed the trauma and fear she experienced:

It was over and done with really quickly but ... I was really frightened for myself and the other students ... he could have gone right off and started throwing punches at anyone!

The situation had been well outside schema within her habits of mind. She found her professional teacher competencies lacking:

I set the class some silent reading for ten minutes while I sat with my back to them and took a couple of deep breaths, and calmed myself down. I was sitting there talking to myself ... 'What if he had hit me? What if this? What if that? ... I had to shake myself out of it and say, 'No, it didn't happen. You handled it alright ... It'll be fine!' ... I'd never been in that situation before ... I've had naughty kids before but I could bring them under control all right.

In discussion with her mentor teacher and another member of staff, MOE 120 reflected at the outer levels (Korthagen, 2004) of the meaning perspective, in

particular making environmental and behavioural adjustments, as a means of addressing her concerns:

I talked it over with the supervising teacher ... and the librarian ... We agreed he could go with her if he was getting too aggravated or upset with his class ... [or] he could sit on the verandah and calm down ... He wouldn't even have to tell me ... just wave at me ... then I'd know.

Without critical reflection on why the incident had occurred, MOE 120 uncritically assimilated the points of view of the more experienced staff, rather than transforming the less than appropriate gestalt from which she had operated:

I think I handled it quite well considering (nervous laugh) it could have gone so much worse ... I could have ... picked up on it, but I think that comes with time ... After it happened and I handled it, I could say, 'I'm able to do it ... deal with it ... if this situation happens again I have that capability.'

The intern's efficacy was enhanced through verbal persuasion rather than being informed of the school's protocols and procedures for handling a critical incident. Although MOE 120's duty of care, according to the Internship Handbook (UNE, 2008), was that of a beginning teacher, she did not appear to be armed with the essential knowledge to handle the responsibility. This again raises the ethical question concerning the inclusion of the "rights" of intern teachers, and teachers, within the Internship Handbook (UNE, 2008), and the NSW IT Professional Teaching Standards (2005) if these are the frameworks to which the intern is accountable.

As MOE 120 summed up she alluded to limitations within the BEd (Primary) coursework:

Uni focuses on the right lesson plan and style of teaching ... there's not enough focus on, 'What are you going to do if it doesn't go that way?'

This important point has implications for teacher education research, and teacher education.

MOE 118 CASE STUDY

Introduction

MOE 118 was a 21-year-old female intern who entered the BEd (Primary) through the PR scheme. She did not refer to, or employ, an additional competency area. Her most challenging experience was demonstrating knowledge and proficiency in Information Communication Technology (ICT) skills, in particular, utilising the Smartboard to enhance her pedagogy (Standards 1.1.4 and 1.2.4, NSW IT, 2005). MOE 118

experienced persistent and acute cognitive dissonance, which proved to be the catalyst for “incremental transformation” (Mezirow, 1991) of habits of mind as her competency in using Smartboard technology increased.

Internship context

MOE 118’s internship school and classroom were non-problematic in terms of student learning and behavioural needs:

It was a three-teacher school, I was on the K/1 multi-stage class ... there were 15 kids, no behaviour problems and no students with special needs. The school was really well resourced, they had laptops ... wireless internet right throughout the school ... a Smartboard and Connected Classrooms.

Internship support

MOE 118’s relationship with her mentor teacher was positive, if not daunting at times. The mentor teacher’s ICT knowledge and skills were so accomplished, and her expectations of MOE 118 so high, they sometimes impeded the intern’s efficacy:

I had a fairly good relationship with my supervising teacher ... she was a Targeted Graduate teacher, in her fifth year ... She was really good with the kids and ... way ahead of me (laugh in awe) ... I could talk to her about pretty much anything ... She gave me lots of suggestions.

She was constantly challenging me to try things and sometimes I just wasn’t ready ... It was reassuring when the Principal said, ‘She does have high expectations but you don’t have to get to that level on your internship’.

MOE 118 as teacher and learner

Prior Learning

Within her meaning perspective MOE 118 held schema regarding her responsibility as the teacher, in knowing the “subject content and how to teach that content to students” (Element 1, NSW IT, 2005) and “knowing students and how they learn” (Element 2, NSW IT, 2005):

When you’re teaching everything has to be about the child and increasing their learning ... I did try my hardest to do really engaging things but sometimes I had to focus on the basic content of the unit ... I thought it was more important that I got the basics and the students actually learnt what they were meant to be learning ... it’s daunting.

Efficacy and Action

MOE 118’s teacher identity was tentative, and her efficacy was cautious, in the initial phase of the internship. Although many of her peers were relishing independence in the classroom, MOE 118 was aware that she needed to take a constructivist approach to developing her professional competencies:

When I first started ... I was thinking, 'I'm really not ready to have the class by myself.' I wasn't capable of handling ... the Smartboard and applying it because I hadn't really had that much experience ... At the start I watched my supervising teacher teach ... then I started teaching things I felt more confident in, like Guided Reading ... The first couple of Maths lessons were a bit more difficult because I'd never had a multi-stage [class] before ... As I achieved small things ... I was more confident doing something a little bit bigger next time ... I thought, 'Oh, maybe I can do this!'

At this point in time MOE 118 is focused upon managing the classroom environment and the content and process of engaging and teaching the students.

Reflection informing Theory

Inevitably, MOE 118 found herself in a situation outside of her control and experienced an acute state of dissonance:

When I was team teaching, my teacher said, 'Can you just take the class for the last 15 minutes and play this Maths game on the Smartboard?' I didn't have my glasses, I couldn't see anything ... I'd never even touched one before ... The kids could see I had no idea!

MOE 118's reflection-in-action revealed the expansion of the emotions surrounding her meaning perspective as anxiety and the threat of chaos (Mezirow, 2000b) loomed. Figure 3.2 illustrates this type of response and the limited comfort zone, which initially limits reflection to the outer levels as a means of bringing the emotions under control. Also represented is the second, or double-loop, learning which MOE 118 went on to undertake through critical reflection.

MOE 118's reflection on her actions revealed her intentions to be authentic (Cranton & Carusetta, 2004) by acknowledging her shortcomings and communicating openly with the students:

I used the kids, I got them to teach me ... I said, 'Honestly, I don't know what I'm doing! What do we need to do now?' and 'How can we do this?' ... They were taking it in turns to explain to me what I needed to do.

She then set about developing mastery of the knowledge and skills she needed:

I wished that I had taken the opportunity to learn how to use the Smartboard when I was at uni (shared laugh) ... [but] I volunteered to do the Smartboard course ... It was a bit of a challenge but ... after[wards] I found ... games for Maths and English ... to make [my teaching] more engaging ... The kids absolutely loved it!

The mentor teacher played a crucial role in restructuring MOE 118's teacher identity by enhancing opportunities for the intern to develop technical and instrumental learning, and by communicating "high status and capability" (Korthagen, et al., 2001) (confidence) in the intern:

Even though her skill level was high ... my supervising teacher was really good at teaching me ... she encouraged me to have a go at planning activities with it ... helped me find resources.

She was placed in a situation in which she would succeed (Bergner & Holmes, 2000) through mastery learning.

As MOE 118 developed mastery, the emotions were under control, and she began to engage in subjective reframing, and incremental shifts began to emerge in her schema and habits of mind. Transformative learning was being realised:

I really didn't know anything [about Smartboards] when I started ... I'm not an expert now, but I was confident enough to plan a split-focus unit of work for our multi-stage class ... with Guided Reading ... I used it for most of the KLAs ... We had some visiting principals ... our Principal brought them in when I was teaching (nervous laugh) ... and I showed them what I could do with the Smartboard ... They were really impressed, so that was good!

Now, instead of seeing ICT as “getting in the way of teaching the basics”, MOE 118 critically self-reflected, subjectively reframing her habits of mind regarding the Smartboard. In transforming her thinking MOE 118 began to see it as a tool for enhancing students' learning:

I've improved in being more hands-on and engaging ... through the Smartboard ... I feel more confident in getting the basics of teaching right.

MOE 118 had simultaneously restructured her frame of reference regarding ICT and this had a ripple effect:

I learnt I really like the kids ... the classroom, teaching and the responsibility ... When the teacher left the room I thought, 'It's my class now. It's up to me to teach them the right thing!' ... I felt confident to have them by myself ... I feel like a teacher. I'm capable of doing all this!

Greater mastery of the ICT environment strengthened MOE 118's beliefs, efficacy, identity as a teacher, and her sense of mission in the teaching profession.

MOE 134 CASE STUDY

Introduction

MOE 134 was a 21-year-old male intern who entered the BEd (Primary) through the University Admission Index (UAI). He did not have an additional competency area upon which to draw to enhance his teaching. His most challenging experience was implementing appropriate strategies to ensure the safety of students and himself (Standards 5.1.7 and 5.2.7, NSW IT, 2005) when physically assaulted by a student in an outdoor PE lesson. MOE 134 experienced an acute state of cognitive dissonance and resolved the dilemma through double-loop, transformative learning.

Internship context

MOE 134 did not find his internship context problematic:

I was at a Catholic school in a Stage 2 class with 23 students ... There were probably two or three indigenous students ... It was a good school ... There weren't any really needy people, with any syndromes.

Internship support

His relationship with his supervisor fostered a sense of belonging. She was a mentor with whom MOE 134 experienced a similar pedagogical approach, received constructive evaluation of his teaching, and appropriate levels of autonomy:

My supervising teacher and I were very similar, we both wanted to be different from the 'chalk and talk' routine ... At the beginning ... we talked about [my] goals, and what the students got out of lessons. [In time] I just did it without even talking to her because it was pretty good anyhow.

MOE 134 as teacher and learner

Prior Learning

Within MOE 134's frame of reference were core beliefs regarding teachers' responsibilities to demonstrate, and apply, knowledge and understanding of students (Standards 2.1.4 and 2.2.4, NSW IT, 2005):

Teachers can blame students for not performing but sometimes it's the other way around ... Teachers are not teaching specifically for their students. In every prac I've had to change to suit the students ... Teachers have got to have infinite ways of delivering content and getting through to kids.

He also held core beliefs about himself as a learner, which shaped his views of students as learners:

Everyone can learn (laugh) ... I was told I wasn't smart enough to go to university ... but it turned out to be the complete opposite (nervous laugh) ... Everyone can succeed ... I made sure I was in the right frame of mind and had all the right knowledge ... That's how I got around it (laugh).

Efficacy and Action

Although he was a little misguided in believing that the internship was the culmination of his learning, MOE 134's specific efficacy for consolidating his professional competencies was high:

As I was heading into the internship I thought, 'This is the last step ... before becoming a teacher!' ... I knew there were no [other] pracs coming ... I could always improve ... but this was the definitive finish of my learning as a [student] teacher ... I wanted to get the basics down pat ... be confident in my abilities as a teacher before everything became my responsibility.

MOE 134 held a rather technical perspective of teaching.

Reflection informing Theory

On the very last day of his internship, MOE 134 was confronted by his most challenging experience:

We had finished Sport, it was a great lesson; everyone loved it! ... We were about to line up when one of the Indigenous students threw rocks at me, kicked and punched me ... I had to hold my nerve in front of ... the class (nervous laugh continues) ... think about the safety of everyone ... remove this kid without hurting or damaging him. Safety was the best thing to look for ... I was trying to eliminate the danger ... I went on the defensive and moved the rest of the class.

His acute sense of dissonance was evidenced in the emotional tone of his reflection-in-action:

I was thinking, 'Whoa! What did I do? It was a good lesson, I didn't do anything wrong! (nervous laugh) I didn't hurt this kid in any way; like, why is it happening?' I just didn't understand why.

At this point the intern is dealing with a very threatening, highly emotional situation in which his primary questions concern his behaviour and competence to manage the immediate threat. His comfort zone is limited to the outer levels of his meaning perspectives as illustrated in Figure 3.2.

In spite of his personal safety being under threat, MOE 134's reflection-on-action revealed core qualities of open-mindedness, responsibility and wholeheartedness (Dewey, 1933). MOE 134 reflected at the outer levels of the onion model (Korthagen & Vasalos, 2005) on the student's behaviour:

I talked to my supervising teacher and the deputy about the next steps ... and the incident report ... Then the Principal came in [with] the boy and we had a chat ... kind of came to terms with what had happened, the consequences ... He was to be suspended for a week at the start of the next term.

The intern also reflected upon his own competencies and behaviour for managing the environment; checking that his behaviour fitted with his own ethical framework:

I think I did it pretty well ... I was shocked because I haven't had any bad experiences like that. I had control of myself and the rest of the class, I just didn't have control of that one student ... I had the correct control ... not aggressive control.

Mezirow (2003) suggests discourse is central to transformative learning, and this was certainly the case for MOE 134. Having dealt with the immediate threat, the intern engaged in incremental transformative learning by then critically reflecting at the

inner levels (see Figure 3.2) with his mother (also a teacher). The intern then subjectively reframed the situation by using aspects of positive psychology to appreciate that you won't always be able to make meaning:

I had to get all the issues out on the table and deal with them ... My Mum told me of cases where people were so affected by these incidents they basically stopped teaching ... I didn't want that to affect me in that way ... I had just spent four years at uni and ... wanted to be a primary teacher! ... Sometimes you won't figure out why the student attacked [you], but you don't have to keep reliving it, the issue doesn't have to create a big 'worm hole' that chip[s] away at [your] psyche.

Having consolidated his core beliefs, identity and his commitment to teaching, MOE 134 emerged as a more flexible and resilient intern teacher who was intent on transitioning into the profession capable of sharing what he had learnt:

Show[ing] other teachers how to deal with these issues ... and not crumble under the pressure.

Due to his capacity for incremental transformational learning MOE 134 was a self-directed learner (Mezirow, 1985b), his own teacher educator (Korthagen, 1993, p. 136), and an authentic teacher, capable of ensuring his behaviours were congruent with his beliefs (Brookfield, 1990; Ray & Anderson, 2000).

MOE INTERNS IN NON-PROBLEMATIC CONTEXTS WITH LOW LEVELS OF SUPPORT

None of the eight MOE interns interviewed was identified as being in non-problematic contexts with low levels of support.

CONCLUSION

This chapter has provided within-case analysis of the ten medium overall efficacy (MOE) intern teachers interviewed in this study. As was the approach in the previous chapter, Table 5.2 provided the case study analysis template for understanding the MOE interns' approaches to learning. Table 6.1 provides a summary of the eight case studies. These results will be further analysed in Chapter 8 in which the overall results of all 26 case studies will be compared and contrasted and new knowledge regarding the nature of 4th year BEd intern teachers' learning will be synthesised. In Chapter 7, which follows, within-case analysis of the eight low overall efficacy (LOE) intern teacher' interviews are presented.

CHAPTER 7

RESULTS AND DISCUSSION OF LOW OVERALL EFFICACY (LOE) INTERNS

This chapter is the third and final within-case Results and Discussion chapter. It presents findings from the interviews of eight Low Overall Efficacy (LOE) intern teachers presented as Case Studies. Table 7.1, the LOE case study summary, provides biographic and experiential details of each LOE intern.

Table 7.1: LOE case study summary

Context/ Support	Intern/ Gender/ Age	Entry into BEd	Additional competence	Most challenging experience (within NSW IT, 2005)	Approach to learning
Problem- -atic/ High support	LOE 114 Female 21	PR Scheme	Physical Education (PE)	Standards 5.1.7 and 5.2.7: Managing student– student aggression in outdoor PE lesson Ethical: Need for intern’ “rights” to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher’ rights to be included in Element 7.	Transform- -ative
Problem- -atic/ High support	LOE 102 Male 26	Mature Age	Cricket coaching	Standards 5.1.7 and 5.2.7: Managing the behaviour of a student who ran out of class. Ethical: Need for intern’ “rights” to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher’ rights to be included in Element 7.	Adapt -ive
Problem- -atic/ High support	LOE 117 Female 21	UAI	None	Standards 5.1.7 and 5.2.7: The intern dealing with a physical assault, on her persons, by a student in the classroom. Ethical: Need for intern’ “rights” to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher’ rights to be included in Element 7.	Transform- -ative
Problem- -atic/ High support	LOE 149 Female 21	PR Scheme	None	Standards 5.1.7 and 5.2.7: The intern dealing with a verbal assault, on her persons, by a student. Ethical: Need for intern’ “rights” to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher’ rights to be included in Element 7.	Transform- -ative
Problem- -atic/ Low support	LOE 171 Female 21	UAI	None	Standards 5.1.7 and 5.2.7: Managing student aggression and running from classroom. Ethical: Need for intern’ “rights” to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher’ rights to be included in Element 7.	Transform- -ative

Table 7.1: LOE Case Study summary (continued)

Context/ Support	Intern/ Gender/ Age	Entry into BEd	Additional competence	Most challenging experience (within NSW IT, 2005)	Approach to learning
Problem- atic/ Low support	LOE 146 Female 21	PR Scheme	None	Standard 6.1.1: Intern's lack of capacity to reflect critically and improve teaching practice. Ethical: Need for intern' "rights" to the autonomy & support stipulated in Internship Handbook, and for teacher' rights to be included in Element 7.	Reflex- ive
Non- Problem- atic/ High support	LOE 108 Female 21	PR Scheme	Dance	Standards 3.1.2 and 3.2.2: Teaching a Dance to 70 Stage 1 students for a Regional Dance Festival performance	Transform- ative
Non- Problem- atic/ High support	LOE 132 Female 21	PR Scheme	None	Standards 5.1.7 and 5.2.7: Managing student/student aggression in outdoor PE lesson. Ethical: Need for intern' "rights" to be informed of appropriate policy and procedure included in Internship Handbook, and for teacher' rights to be included in Element 7.	Reflex- ive

No interns were found to be in non-problematic, low support Internship contexts

As in the previous two Results and Discussion chapters, Table 5.2 the Case Study Analysis Template, guides interpretation of each LOE case study in this chapter.

Each case study will now be presented in the order set out in Table 7.1. LOE interns in problematic contexts with high levels of support are discussed first, followed by LOE interns in problematic contexts with low levels of support, and then LOE interns in non-problematic contexts with high levels of support. As was the case with the HOE and MOE interns, no LOE interns were found in non-problematic, low support contexts.

LOE INTERNS IN PROBLEMATIC CONTEXTS WITH HIGH LEVEL OF SUPPORT

Four LOE intern teachers were in problematic internship contexts and experienced high levels of support: LOE 114, LOE 102, LOE 117 and LOE 149. These are now presented.

LOE 114 CASE STUDY

Introduction

LOE 114 was a 21-year old female intern who entered the BEd through the PR Scheme. The intern's Physical Education (PE) specialisation provided her with more alternatives for teaching and learning compared with interns with no additional competencies. Moreover, she said:

I've especially developed my skills in communicating with students ... I've moved around every class ... It's given me more skills in: teaching PE; [and] in developing quick relationships ... something I'd need in casual teaching.

Interestingly, LOE 114 encountered her most challenging experience of ensuring the student safety of her students (Standard 5.2.7, NSW IT, 2005) within one of her specialist PE lessons. As will be shown, she took a transformative approach to resolving the dilemma and the acute cognitive dissonance, which arose.

Internship context

LOE 114's large class had a significant proportion of students with Special Needs:

There are over 440 students [in the school] ... a fair few are non-English speaking ... [plus there is] a high indigenous enrolment. My Stage 3 class has 32 kids; it's one of the more difficult: ... Five kids have lost a parent ... [so] we're running a program, Seasons for Growth ... teaching them how to deal with their grief.

Although of low overall efficacy, LOE 114 was not daunted and she viewed her teaching situation positively:

Although it's a pretty difficult class ... it's been really good in terms of teaching ... it has taught me a lot about different management strategies.

Internship support

LOE 114 was buoyed, in her sense of belonging, by the high levels of support she experienced from her mentor teacher, and from staff throughout the school:

I've had some really good lessons, but I've also had some shocking ones ... my teacher has been really good in helping me ... I've talked to a lot of different teachers ... You're not handling issues on your own ... I've refined my classroom practices by watching and learning from other people.

LOE 114 as teacher and learner

Prior Learning

LOE 114's PE specialisation gave her opportunities to encounter many classes and teachers across the school and to experience greater autonomy and mastery. However,

the specialisation also provided LOE 114 with the most challenging experience of her internship:

As part of my Action Research, I was taking other teachers' classes for PE ... a lot of teachers stayed with me, but ... a couple didn't and that's been hard. I was trying to get to know students without the support of their teachers.

LOE 114 held schema regarding the importance of developing “rapport with students”, and understanding and applying “specific requirements to ensure student safety” in her PE lessons (Standards 5.1.1, 5.1.7 and 5.2.7, NSW IT, 2005).

Efficacy and Action

When this schema was challenged, LOE 114 realised she was ill-equipped to anticipate and circumvent the most challenging incident she faced:

During a PE lesson, a little boy ... was throwing a ball ... I asked him to put it away ... but he threw it hard and stormed off ... It was then I knew this kid had a short temper ... Then, during the PE games, one of the kids hit this kid with a ball ... He got really aggressive and started punching other students ... I had to stop and think for a minute ... question how I was going to deal with it.

Faced with the potential threat of chaos acute cognitive dissonance arose, potential chaos loomed (Mezirow, 2000b) and the emotions surrounding LOE 114's meaning perspective were clearly enlarging.

Reflection informing Theory

LOE 114's reflection-in-action provides an insight into how, through “mindfulness” (Brown & Ryan, 2003), the intern was able to manage her emotions and the threat of chaos (Mezirow, 2000b) as the critical incident and acute dissonance unfolded:

I couldn't get in the middle of them ... so I used my voice and shocked him into stopping ... Luckily there was another teacher who grabbed the student [being punched] and took him away from the situation.

LOE 114's reflection-on-action was first and foremost at the outer levels (Korthagen & Vasalos, 2005) of the meaning perspective (see Figure 3.2) as the intern pragmatically problem-solved issues of managing the environment and her competencies and behaviour:

I've never had to deal with full-on aggression ... but I think the way I raised my voice shocked him ... I didn't try to remove him, but rather the student being hit and ... the class ... so the kid could cool off ... Later I chatted with him ... he was really angry ... couldn't be around the kid who hit him.

LOE 114 found limitations in the meta-cognitive schema for reflection introduced in her BEd course work. Non-critical reflection focused on strategies (process) was inadequate for dealing with the underlying issue:

We'd been taught a bit about reflecting at uni. 'What were the strengths?' and 'What were the weaknesses?' However, I thought I needed to go beyond that because it was ... troubling me ... I had to sit down (pause) ... [think] about what happened ... everything that worked.

Having dealt with the immediate threat, the intern then pushed through to critical self-reflection in which she subjectively reframed by questioning the premises upon which she was operating. In doing so LOE 114 transitioned from single-loop to double-loop learning (as illustrated in Figure 3.2):

Then I thought, 'It wasn't all up to me! I needed that support!' I asked, 'What's still worrying you about how you dealt with it? What would have happened if it were just me? Could [I] manage the situation effectively? What steps could I take?'

In critically reflecting at the inner levels of her beliefs about herself and her students, LOE 114's professional identity and her passion for teaching (mission) are renewed:

I learnt a lot about the kind of teacher I will become ... In the other pracs we mirror our supervising teacher whereas in the internship, you've got... time to use your skills and develop into the teacher that you will become ... You can build a really strong rapport ... but you still face challenges ... because things come up ... We have a responsibility to pick out the good ... explain, 'You're not a bad kid, you have just made a bad decision'.

For LOE 114, making meaning and developing a deeper knowledge about teaching involved a self-dialogue and discourse with others:

I talked to the teacher who said the same sorts of things I was thinking ... I also talked to the other teacher, who helped me at the time ... she was fairly new too ... We'd both had similar experiences ... I find it really good ... to have someone there so you're not handling it on your own all the time.

Through incremental transformative learning, LOE 114 generated behaviour management beliefs that would prove more true and justified (Mezirow, 2003) based on a more humanistic view of meaningful relationships with students:

Having ... a PE [specialisation] has made me feel 'on the mark'. It's given me the opportunity to ... learn about students quickly, deal with management strategies, and feel equipped to move into casual teaching ... I heard the BEd was going to be a 'one size fits all' degree, but if the opportunity for electives can be kept, people can pursue different pathways.

The autonomy, mastery and self-critical reflection that accompanied LOE 114's PE specialisation provided the intern with the opportunity to develop greater effort, persistence, resilience (Pajares, 1997) and generosity. These are essential qualities for

the intern about to transition into the teaching profession and they provide insights that extend what is currently understood about the characteristics of low efficacy teachers.

LOE 102 CASE STUDY

Introduction

LOE 102 was a 26-year-old male who achieved mature-age entry into the BEd. Through his cricket coaching skills he developed positive relationships with staff and students before the internship:

As soon as I knew of my [internship] school ... I introduced myself and did a free cricket clinic ... the coaching gave me a rapport with the kids ... When the principal met me I was just a confident young man ... He was a young principal ... and appreciated my efforts ... I took that confidence into the classroom ... I thought, 'I'm ready as a teacher!'

Nevertheless, LOE 102 experienced acute dissonance and took an adaptive approach when faced with his most challenging experience, ensuring the safety of a student (Standards 5.1.7 and 5.2.7, NSW IT, 2005) who ran out of the classroom. The dilemma was an ethical one of understanding the regulations and statutes related to his responsibilities as the teacher, and the “rights” of the student (Standard 7.1.5, NSW IT, 2005) in such a situation.

Internship context

LOE 102's internship was in a rural, two-teacher school in which there were many opportunities:

You're so involved in everything: administration; how to talk to your staff about creating a playground duty roster; liaising with people; getting to know the maintenance man really well ... It's really broadened my sense of the school community and how it works.

The Special Needs of many of the students made for a potentially problematic context:

It was a challenging class ... A lot of the kids were sent here from other schools because they're not doing so well. They have low attention spans, problems with their learning and some had pretty difficult family backgrounds ... one of the kids had Autism.

Internship support

The intern was buoyed by the faith his mentor teacher placed in him, and by the autonomy he was given:

I was very close to my supervising teacher ... he believed in me from the first day ... trusted in me as a teacher ... We talked about behaviour management and theories ... He helped me refine my teaching techniques ... I had no problems trying to prove anything, I just taught and had a good time doing it ... Towards the end of the internship, I made all the decisions for the day.

LOE 102 was embraced as a peer and a professional colleague, rather than an intern teacher by the school staff. These relationships reinforced his sense of belonging:

The respect of all the staff was awesome ... I was not seen as a prac student, but a teacher from an early stage.

LOE 102 as teacher and learner

Prior Learning

The support LOE 102 received released him from the pain of a previous, difficult practicum:

I've had a lot of time to reflect on that difficult period in my life ... there were difficult days, long days ... when I just wanted to give up, just wanted to go home ... My Mum had cancer and died one month after that prac ... My mind wasn't fully on the job.

He used this negative experience to inform the directions of his internship. Instead of getting "off to a bad start", LOE 102 had his mind "fully on the job". He heeded his Mum's advice, before her death, to "Get in there and not mess it up!" So as LOE 102 stated:

I just put my head down. I didn't want to get behind any more in my life ... I was a bit older and I knew I was good enough.

Efficacy and Action

In the initial stage of the internship, LOE 102's efficacy was high even though he was identified originally as having low overall efficacy. Inevitably, however, the intern's best intentions "not to mess it up" were at risk:

Probably the most stressful incident was [when] a kid in the class got angry ... and emotional ... and ran out of the room and ran out of the school ... I was just thinking, 'Come back inside', I was quite cranky with him for walking out of the class.

The critical incident put in doubt the capacity of LOE 102 to create and maintain a safe and challenging learning environment. As the dilemma unfolded, the intern's emotions expanded (see Figure 3.3) and he began to question his competence to ensure the safety of the students in the classroom, as well as the student who had run out of the room (Standards 5.1.7 and 5.2.7, NSW IT, 2005).

Reflection informing Theory

LOE 102 was also mindful of his responsibilities and the rights of the student (Standard 7.1.5, NSW IT, 2005). LOE 102's reflection-in-action demonstrated his awareness of the seriousness of the situation, and his growing sense of helplessness in resolving it:

The first thing I wanted to do was to find him because our school is right on the edge of the road ... I didn't want him to go out onto the road.

The situation was an intensely threatening and highly emotional one. LOE 102 did not have the necessary knowledge and skills within his meaning perspective to resolve the issue:

I went and found him behind the garden shed ... I said, 'Mate you're going to have to come back in.' I think he knew he was in trouble ... When I grabbed his arm he latched around a pole with his feet ... I knew it was going to be tough ... He wanted to cause a scene, so I just let go of his arm. I thought, 'Get help, don't get stuck in that situation.' ... I didn't want to cause any tensions, or drag him in, or cross any boundaries.

The discomfort of having "grabbed" the student provided a crucial point of conflict for LOE 102. The intern was caught between his knowledge and understanding of the students' rights and issues of child protection, and the immediate need to bring the student back to the classroom safely.

LOE 102's reflection-on-action demonstrates the adaptive approach he took:

The last thing I want to do is have people walk out when I'm dragging this kid off the pole, or physically pop his arm ... I thought, 'I'm not going to go through that situation.' ... I went and got my supervising teacher ... He just said it's another thing you have to deal with in teaching. ... You've got to be aware of him ... keep a second eye on him ... If he's looking like he's in a bad mood, be looking for behaviours like that. ... I didn't think he had it in him to storm out and latch onto poles ... but now it's happened, you're aware of it.

In reflective dialogue with his mentor teacher LOE 102 addressed the incongruity he faced by assimilating points of view and strategies to alleviate similar dilemmas:

I think I'd try and get in front of him before he leaves the room ... nip it in the bud without too much fuss ... But if he did storm out I'd probably try and talk him back in, without grabbing him, before it comes to the point where I have to get somebody to come and talk to him. ... I'd rather not have to go to the level of getting somebody ... I'm pretty confident in my ability ... I kind of know him a bit better.

This approach limited the intern to non-critical reflection at the outer levels of the meaning perspective (as illustrated in Figure 3.3).

There are serious limitations in simply focusing upon strategies and behaviours used in resolving the serious incident, which overlook several more important issues and opportunities for mastery and generosity. Firstly, there was a significant ethical dilemma the intern faced in not appearing to be aware of the school's critical incident policy and procedures. Without a clear framework the rights of the intern teacher and the responsibility of more experienced teachers remain unclear. This issue could be addressed by explicitly articulating the necessity of intern teachers being informed of, and guided by, such policies and protocols in the Internship Handbook (2008) and the NSW IT Professional Teaching Standards (2005). The second issue to be overlooked was the opportunity this serious incident provided, for the intern and the mentor teacher, to question why the student behaved in the way he did and why it is important to respond in a way that is congruent with core beliefs.

LOE 117 CASE STUDY

Introduction

LOE 117 was a 21-year-old female intern who entered the degree through the University Admissions Index (UAI) and did not have an additional competency area. Her persistent state of dissonance was compounded by being physically assaulted by a student (Standards 5.1.7 and 5.2.7, NSW IT, 2005). Managing her safety, and the safety of all his students, was the most challenging experience LOE 117 faced. In spite of objective and subjective reframing, LOE 117's transformative approach to resolving persistent dissonance may not have been enough to retain her in the teaching profession.

Internship context

LOE 117's internship was in the most highly problematic context of all 26 interns in this study due to the learning and behaviour needs of the students, exacerbated by the inadequacies of the mentor teacher and teacher's aide:

I had a Kindergarten/Year 1 of 14 students: 12 had special needs; two were gifted and talented; one boy had the intellectual age of a two-year-old; one had ADHD, another had Aspergers; two children had spinal-muscular atrophy; another was fully wheelchair bound, couldn't communicate; and six of the Year 1 students were on the Reading Recovery program ... I had a full-time teacher's aide.

The mentor teacher and the teacher's aide also found the classroom difficult:

It was pretty complex ... my teacher had been teaching for 30 years and she said she'd never had a class like that ... other teachers also said they'd never seen a class like that. The class was

really out of control the whole time ... discipline hadn't been reinforced very well ... they were like monkeys ... under and over the tables, ... throwing things ... Behaviour was a massive, massive thing ... It was just such a weird and diverse class that no one had ever really come to terms with it and I think that had an impact.

LOE 117 was an intern teacher of low overall efficacy, who had been placed in a classroom with a mentor teacher and teacher's aide also experiencing low collective efficacy. The situation was far from ideal in terms of nurturing the professional growth of the intern.

Internship support

LOE 117 was given a great deal of autonomy. The mentor teacher was physically present in the classroom but relinquished responsibility:

I got on really well with my supervising teacher ... she was an extra teacher's aide five days a week ... when I was teaching ... [but] I found the way she managed the class, although it worked for her it just didn't [work] for me ... So I spoke to her and she said, 'You're in fourth year now ... Do what you want with them ... implement whatever you like ... If doesn't work, you're better off [finding out] now ... than when you're casual teaching' ... and so I did. ... I think 'cause she was elderly ... she was an amazing teacher, but ... perhaps she'd given up.

In naively agreeing to the mentor teacher's magnanimous gesture, LOE 117 was in a precarious position. She had autonomy without the necessary mastery knowledge and skills to manage effectively:

I thought it was a good way ... your supervising teacher is there to help you ... but you've really got your own teaching styles and how you go about it in the classroom.

LOE 117 as teacher and learner

Prior Learning

LOE 117 brought to her internship classroom uncritically assimilated assumptions within her schema regarding teaching a Kindergarten/Year 1 class, based on her previous practicum experience:

I had taught Kindergarten/Year 1 last year. I didn't think there'd be such a difference ... Even though the teacher explained that they were low ability, I didn't understand how low they were! ... It's all well and good to say that students learn differently but when you have to actually cater for them all it is really challenging ... I had to use so many Individual Education Programs.

The intern's knowledge and understanding of specific strategies for teaching such a large range of students with Special Education Needs was sorely tested (Standards 2.1.5 and 2.2.5, NSW IT, 2005).

Efficacy and Action

LOE 117 experienced a persistent state of cognitive dissonance; the ongoing threat of chaos perpetuating heightened emotions. Her context- and task-specific efficacy for managing the students' behaviour and attempting to teach them were significantly diminished. Unable to understand and make meaning of the harsh reality of the classroom environment, LOE 117 found that the emotions surrounding her meaning perspective (Mezirow, 2000b) became increasingly charged (as illustrated in Figure 3.2):

The dynamic of this class was very different to the Kindy/Year 1 class I'd had before... it was very (nervous laugh) challenging, very hard! ... I'd never been in a class with kids so out of control ... there was something about the environment; it really impacted what I taught and how I taught it.

However, in spite of the persistent state of dissonance being experienced, LOE 117 critically reflected upon her mentor teacher's problematic frame of reference (Mezirow, 2000a), objectively reframed and implemented alternative student behaviour management strategies:

I just couldn't teach like that ... I had to have a sense of control over them, so I really just had to take it back to 'Step 1' ... The school has a Rewards system and I really stuck to that ... but I also implemented my own rewards ... I took it back to basics: 'Sit on your chair properly! Hands up!' I thought I wasn't getting any content through ... but, you're better off getting behaviour under control so you can get some content through to them ... It took me the whole ten weeks; I did stuff differently ... By the end of my internship it started to click for them ... they were under control.

In doing so, the intern demonstrated Graduate Teacher and Professional Competence attributes (Standards 5.1.5 and 5.2.5, NSW IT, 2005).

Reflection informing Theory

In spite LOE 117's success with behaviour management, she encountered her most challenging experience when:

A boy got suspended because he hit me ... When I told him not to do something he just snapped ... It was a very big 'kick in the face' for me ... I didn't know what to do ... My supervising teacher pulled him out of the class ... I was only on my internship, I didn't think I would have to deal with such a situation ... I was in shock from him hitting me, and whatever happened.

Through non-critical discourse with staff, LOE 117 was verbally reassured and her efficacy was partially restored:

I had big chats to my supervising teacher, the teacher's aide and the principal ... they explained more to me about his behaviour: ... He had ADHD, ODD⁷ and bipolar; ... and that this was the third time he'd been suspended in Kindergarten ... They reassured me it wasn't my fault and I didn't feel guilty anymore.

However, it was through critical self-reflection and subjective reframing that LOE 117 embraced more inclusive, discriminating habits of mind and went about developing a genuine, deeper relationship with the student. LOE 117's transformative approach and mastery learning ensured a heightened sense of efficacy for managing the student. By integrating what she had learnt about the student with what she already knew, the intern was far better equipped to avoid future threats of chaos (Mezirow, 2000b) should a similar situation re-emerge:

When he came back, it took me a while but I learnt and understood all those facets of his personality and his behaviour ... It reassured me and I stopped feeling guilty ... I realised it could have happened to anyone, not just me.

Another factor, which significantly contributed to the restoration of LOE 117's efficacy belief, was the opportunity to teach in the Special Education unit. It was unclear whether the intern had requested this experience, or whether her mentor teacher and the Principal had placed the intern in a situation in which her "status dynamic" (Bergner & Holmes, 2000) was changed owing to the intern's engagement in a more positive, teaching context:

I did a week [of teaching] in the Special Education unit ... As severe as some of these kids' disabilities were, I clicked with them ... It made me realise I love the special needs kids ... The dynamics of the Special needs class was different ... I found it easier to manage than my mainstream class with 12 special needs students out of the 14 ... It was too diverse ... I couldn't focus ... I still would love to work with kids, or in schools ... but not as a mainstream classroom teacher.

The more successful teaching experience went some way to restoring LOE 117's beliefs. However, when LOE 117 was interviewed a month after the internship it was clear that she was still experiencing persistent cognitive dissonance and her teacher identity and passion for teaching (mission) were seriously eroded:

I lost the belief in myself to do it ... it was so hard every day ... I was there for so long ... and I just thought, 'Is this how it's going to be? Is this what I am getting myself into? Do I want to do teaching? ... How did I come to the end and really not like it?' I did love teaching before I went

⁷ Oppositional Defiant disorder (ODD) is a childhood behavioural problem characterised by repetitive disobedience and hostility. ODD and ADHD are considered disruptive behaviour disorders.

into the internship and I've come to the end and realised that I don't. ... I'm having a break, I just might need a break and I could come back thinking, 'I do love it and I miss it'. At the moment I'm really a bit confused ... I just think I should love it and at the moment I don't ... so, I'm glad I'm having this time off.

In spite of her mastery achievements in behaviour management, LOE 117's core reflection revealed self-doubt at the inner levels of her core beliefs, identity and mission:

I'm a lot stronger than I thought ... there were some days I could have walked out ... it was so hard ... it was hell really! What kept me going was knowing I was only on that class for a certain period ... As rewarding as it was and as much as I learnt from it I just had to step back and think, 'This is only ten weeks' and 'Teaching's not all like that one class'. I have had amazing experiences in the last three years ... but that class has [raised] a really big question, 'Do I really want to do this?'

The emotions were still very strong; mastery and generosity in this case could not override the pervading troubling emotions and the damage to teacher efficacy.

The situation of LOE 117 was a particularly troubling one from many perspectives. Perhaps the most significant was the ways in which this particular internship context and the levels of support provided by the school and the university failed to ensure the intern teacher's "safety" and "rights". This priority appeared to have been overlooked in the Internship Handbook (UNE, 2008) and in the NSW IT Professional Teaching Standards (2005) where the focus is restricted to "teachers' responsibilities and students' rights" (Standard 7.1.5, NSW IT, 2005). The rights of this less experienced teacher and the responsibilities of those in leadership positions to ensure not just safety, but an environment in which she could thrive, appeared to have been disregarded.

LOE 149 CASE STUDY

Introduction

LOE 149 was a 21-year-old female intern who entered the degree through the PR Scheme and did not have an additional competency area. Being verbally abused by a student, in front of the class and another teacher (Standards 5.1.6 and 5.2.6, NSW IT, 2005) was LOE 149's most challenging experience. It is important to understand that *this intern had the lowest overall efficacy ranking of all the intern teachers in this study*. However, LOE 149 took a transformative approach to resolving the dilemma in overcoming acute dissonance. There is much evidence in LOE 149's thinking and

actions which Bandura (1997a) and many authors since regard as those of high efficacy teachers (see Chapter 3).

Internship context

LOE 149 had been forewarned about her class:

It was a public school with about 550 kids ... The Year 6 class was a mix of Aboriginal and white students. Of the 24 kids nine were indigenous, one child had autism ... I knew that my class was going to be quite challenging because I was told before I went there ... Some staff said, 'It's a battle ... Just try your best!'

However LOE 149, in spite of her low overall efficacy status and the low collective efficacy of staff, was not deterred. She had well-thought-out schema for developing rapport with students, and responded positively to challenge:

I went in trying to be fair and consistent ... but it wasn't till week eight that I gained their respect ... developed a relationship with every child ... Even on the challenging days... I felt good as a teacher ... I was getting through to the kids.

Internship support

In terms of support, LOE 149 found it “took three to four weeks to get to know [her] mentor teacher” but the relationship became “really good” and the intern developed a sense of belonging:

My teacher had pretty high expectations ... but when I had a serious concern, I'd have a quick chat with ... my supervisor and the principal ... If a child was playing up you could ask for assistance ... It made a difference, because it really only took one child to throw everything off the rails.

LOE 149 as teacher and learner

Prior Learning

Within her meaning perspective LOE 149 held core values and beliefs regarding developing relationships of “respect and rapport”, and handling “classroom discipline problems quickly, fairly and respectfully” (Standards 5.1.1, 5.1.6 and 5.2.6, NSW IT, 2005) and consistently, no matter how difficult the context or behaviours:

There are communities that are more challenging ... Some kids take a lot of time to respect [their] teachers ... to realise you're on their side, especially if they have gone through their schooling with certain teachers ... It was important to have the same behaviour expectations ... the same consequences ... regardless of the kid's reputation ... whether that child was deemed a 'good child' or a 'bad child'.

LOE 149 was a low overall efficacy intern with a humanistic and progressive approach, which Woolfolk, Rosoff and Hoy (1990) claim is a characteristic of high efficacy teachers.

Efficacy and Action

LOE 149 experienced heightened emotions and a significant drop in her efficacy when faced with an acute state of dissonance:

In one particularly humiliating and frustrating incident ... a child who would regularly 'tell you where to go' ... swore at me (nervous laugh) ... It was a big deal because there was another teacher in the room ... It's not nice to be laughed at in front of students ... it's even worse in front of another teacher ... It feels as though the child is making you look incompetent.

Reflection informing Theory

However, in LOE 149's astute reflection-in-action it was clear she was determined to work respectfully with the student, and regain a level of trust and respect:

The first few times [it happened] ... I made too big a deal out of it, in front of the class ... I realised, kids who 'muck up' mainly do it for attention ... So I dealt with the situation quickly and quietly, said, 'I will speak to you after class'. ... I didn't cause more disruption ... and he didn't get the class's attention.

In reflecting at the outer levels of the meaning perspective the intern reined in her emotions and was then able to critically reflect on the premises that underpinned her decision-making. This double-loop cycle is illustrated in Figure 3.2.

LOE 149's approach is in contrast to the thinking of Woolfolk et al. (1990) and Bandura (1993), that low efficacy teachers tend to use more custodial approaches, for it was found that this intern objectively reframed by making reflective judgment of the competencies and behaviours of teachers whose authoritarian approach did not fit with her own core beliefs and schema:

Getting on your high horse and disciplining the child heavily ... is a big mistake. ... I see so many kids on detention and I think if someone just tried to talk to them ... about appropriate behaviour, I think there'd be a lot less problems. Automatically putting a child on detention [doesn't] teach them anything ... it's punishing them for skills that perhaps they don't actually have.

In doing so LOE 149 individuated (Dirkx, 2000) herself from the collective points of view of the other teachers:

It was more effective to sit for twenty minutes and discuss why swearing at the teacher is inappropriate ... I got him to realise ... that regardless of how he talks or acts at home, at school we have rules and it's not appropriate.

LOE 149's core qualities of open-mindedness, responsibility and wholeheartedness (Dewey, 1933) were also evidenced in her critical self-reflection and subjective reframing in which she expressed her genuine self:

I need to be understanding and compassionate ... caring equally about developing the children socially as much as academically ... I think too much emphasis is placed on the academic because in ten ... years the academic is really not going to matter [as] much as ... the social side ... I think it's important not to let what kids say get to you ... You can't excuse it ... but when you learn something about their home life, it really makes you think 'Oh my goodness!'

By ensuring her behaviours were congruent with her words (Brookfield, 1990; Ray & Anderson, 2000), LOE 149 fostered her own authenticity and the authenticity of others (Jarvis, 1992):

I'm quite assertive ... don't put up with a lot of nonsense ... and try to get through to kids, and to understand, by developing relationships.

LOE 149's incremental transformative approach to learning meant she was self-aware, self-directed, and well equipped as her own teacher educator. This low overall efficacy intern was capable of overcoming the slights of students, demonstrating the capacity to overcome adversity (generosity) and achieve mastery learning. These are particularly remarkable findings in the light of the literature on low efficacy teachers (see Chapter 3, Low intern learner efficacy: Impeding and maladaptive dimensions).

LOE INTERNS IN PROBLEMATIC CONTEXTS WITH LOW LEVEL OF SUPPORT

LOE 171 and LOE 146 undertook their internships in highly problematic contexts and experienced inconsistent or limited support from their mentor teachers.

LOE 171 CASE STUDY

Introduction

LOE 171 was a 21-year-old female intern who entered the BEd through the University Admissions Index (UAI). She did not have an additional competency area with which to enhance her teaching. It is important to understand that *this intern had the fourth lowest overall efficacy ranking of all the intern teachers in this study*. This intern's most challenging experience was ensuring the safety of two students who fought and ran from the classroom as well as that of the remaining students in her classroom (Standard 5.2.7, NSW IT, 2005). LOE 171 experienced persistent and acute dissonance but achieved transformative learning. Like LOE 149, in the previous case study, LOE 171 was a low overall efficacy intern who demonstrated the thinking and actions associated with high efficacy teachers because she was able to critically reflect.

Internship context

LOE 171's internship was undertaken in a particularly problematic context:

The school had 350 students, was in a low socio-economic area, had an Emotionally Disturbed Unit, and lots of behaviour problems. The school had a six-foot high fence and locking gates 'cause the kids would run away.

The nature of the Kindergarten classroom, and the attitude of the mentor teacher, challenged certain assumptions and expectations within the intern's habits of mind regarding student equity:

Three kids took up 80% of the time ... the other kids were just sitting there missing out. I talked to my prac teacher about it ... she said they understand ... but that really got to me ... The little 5- and 6-year-old kids were dealing with really challenging home situations ... some of the things that these little kids had to go through ... I just didn't understand.

LOE 171's beliefs were at odds with those of her mentor teacher.

Internship support

LOE 171 received scant support from her mentor teacher:

My supervising teacher was the Early Stage 1/Stage 1 coordinator, so whenever there was a problem, she would go off and leave me with the class.

Compounding this lack of support was the low collective efficacy of other staff:

Even the behaviour support teacher who'd been doing the job for twenty years was completely puzzled by some of the kids. I felt sorry for her. ... The older teachers had been there a long time, [had] really low expectations of the kids, were run down, had given up, were just waiting for retirement.

The intern had little sense of belonging, and was given inappropriate levels of autonomy.

For support, LOE 171 turned to her mother (also a teacher) and casual teachers in the school:

I moved home to do my internship ... My mum's a teacher ... Sometimes I'd come home really upset ... and think, 'Oh God, what have I done?' She'd help me put it in perspective ... talk about some strategies ... I [also] developed stronger relationships with the casual teachers ... I realised I wasn't alone ... It makes you not question yourself so much ... I could say, 'This happened and I didn't know what to do!' and they'd say, 'I wouldn't know what to do either!' ... [whereas] the older teachers would say, 'Oh, this always happens!'

Although the less experienced casual teachers may not have held solutions, discourse with them was highly valued by LOE 171, providing her with empathy and psychological reassurance.

LOE 171 as teacher and learner

Prior Learning

LOE 171 had specifically chosen to undertake her internship in a problematic context:

I was looking forward to the internship ... I wanted to see what it was like to be in a school that had quite a lot of problems and have to deal with them ... but I was so busy I didn't think about it.

However, her schema was quickly questioned when she struggled to find practical approaches to manage the behaviour of the students (Standards 5.1.5 and 5.2.7, NSW IT, 2005):

Once I got there I thought, 'This is it, this is the real thing now!' ... It was very confronting when I realised I was in such a difficult situation ... The class wasn't like any class I'd had before.

Efficacy and Action

LOE 171 experienced persistent dissonance and her efficacy plummeted further when she realised the limitations in her schema and expertise for ensuring the safety of the students:

I always got nervous when my supervising teacher left me because of two really challenging students ... One time they just started wrestling ... I told them to stop and they ran out of the classroom ... I was thinking, 'Thank goodness there are fences and gates around the school.' ... I was responsible for them ... I had no idea where they had gone and I couldn't just leave the kids in the room ... It was just me, worrying about, 'What else can I do?'

The threat of chaos enlarged the intern's emotions and pushed the comfort zone in which she could reflect to the outer levels of the meaning perspective (as represented in Figure 3.2).

Reflection informing Theory

LOE 171's reflection-in-action was astute: she was very much present to the unfolding dilemma, which also disclosed her sense of powerlessness and isolation in ensuring the safety of all her students:

I remember standing in the doorway thinking, 'Why am I doing this? Why is it so hard to get a permanent position if this is what teaching is like? I shouldn't have to deal with this! If this is a microcosm of the future it's such a worry!'

The dilemma had LOE 171 questioning at the core of her meaning perspective: on her beliefs, identity as a teacher and her sense of mission (Korthagen & Vasalos, 2005) within the teaching profession.

LOE 171's reflection-on-action portrayed what Mezirow (2000b, p. 6) describes as common to us all, an "urgent need to understand and order the meaning of our experience, to integrate it with what we know to avoid the threat of chaos":

I was pretty shell-shocked ... it was the third week of prac. ... I felt way out of my depth. ... I didn't want the class to look at me as though I couldn't control these two trouble-makers, but I honestly couldn't control them. ... I was really angry and emotional for the rest of the day. ... I had to go straight home, I didn't want to be there. ... It felt like the worst prac. ... I really questioned my abilities ... even my teacher could tell that I'd lost confidence.

LOE 171's emotions surrounding her meaning perspective were highly charged as she struggled to make meaning of the situation:

I was ... up late a few nights thinking about it ... When I tried to go to sleep I couldn't. ... That's when I had the time to think. ... I kept running over it in my head, 'What could I have done? What would my prac teacher have done? ... If I was a student what would I have liked the teacher to have done?' ... I tried to put it in perspective, 'It's just one day out of the ten weeks. ... It's not all going to be that bad! ... That's just two kids out of a whole class.' It's ... easy to forget about the rest of the class, who are genuinely pretty nice kids.

LOE 171's persistent dissonance proved to be a catalyst for single-loop (adaptive) and double-loop (transformative) learning (Figure 3.2). The intern engaged in non-critical content and process reflection, which caused the highly charged emotions surrounding her meaning perspective to subside:

When behaviours are extreme, half your energy goes into ... holding the students' attention. ... I became good at breaking things down, ... making things ... interesting so they'd get excited and engaged ... in what they're learning. ... I really enjoyed doing that.

LOE 171 then critically self-reflected and subjectively reframed, transforming her beliefs about the impact of students' home backgrounds on their capacity to learn. In doing so the intern developed frames of reference that were "more inclusive, discriminating, open, reflective, and emotionally able to change" (Mezirow, 2003, p. 59):

I have a much greater insight. ... I had done my other pracs at schools [with] ... 'average Australian families' and then I realised my idea of 'average' is completely different.

LOE 171 also demonstrated more true and justified beliefs about the teaching profession:

There's a lot more to teaching than I thought. With the internship ... you're there for so long ... you really have to throw yourself in ... extend yourself, be creative. ... I had to stop and think, 'This is what teaching really looks like! It's about constantly coming up with new things!' ... You can't hide ... it's a lot harder to see the light at the end of the tunnel.

She strengthened her identity as a teacher:

I learnt a lot about ... being sure of yourself as a teacher. ... You've gone through uni, done all this stuff, and you can do it. ... The internship ... boosted me into becoming an adult ... [catapulted me] into the real world, outside of uni ... working as a real teacher.

And LOE 171 renewed her sense of mission in joining the teaching profession:

I think interns should really be encouraged ... to pick a school that is really, really challenging, because at the end of the day ... you will learn a million times more. ... If you haven't done anything like that before, you won't have learnt enough about what to do. ... I am really convinced that if I had to do it again I would choose a school like this one. Challenging and tiring as it was, it was definitely the way to go.

Through a transformative approach to her learning, LOE 171 had become a self-directed learner capable of liberating herself from “reified forms of thought that were no longer dependable” (Mezirow, 2000a, p. 27). The development of inner self-awareness was a transformative process (Mezirow, 2000b) in which she emerged as a more authentic teacher, her behaviours congruent with her words (Brookfield, 1990; Ray & Anderson, 2000) and she was capable of learning and growing with students (Jarvis, 1992, p. 113).

LOE 146 CASE STUDY

Introduction

LOE 146 was a 21-year-old intern who entered the BEd through the PR Scheme, and did not bring an additional competency area to the internship. The intern's most challenging experience was negotiating the mentor teacher's, the Principal's and her own divergent interpretations of her roles, responsibilities and workload, as outlined in the Internship Handbook (UNE, 2008). The disregard of these rights was a key factor in the intern's persistent state of dissonance throughout the internship. She took a reflex-ive approach to her learning because she appeared to lack the knowledge and skills to continually improve her “professional knowledge and practice” (Standard 6.1.1, NSW IT, 2005).

Internship context

LOE 146 paid scant attention to the context of the school or student behaviour or learning difficulties:

I'm in a pretty big school for a country town ... I am in one of the two Kindergarten classes. ... There are 18 students in my class.

She was, however, more alert to the politics of the staff and the staffroom:

Staff in the Infants Department have their own little cliques. ... The Kindergarten teachers hang out with their helpers and aides. The Infants basically concentrates on what's happening within the Infants.

This apparent lack of collegiality compounded the intern's sense of isolation.

Internship support

LOE 146 lacked a sense of belonging, and this may have been the initial catalyst for a persistent state of dissonance throughout the entire internship:

I didn't feel part of the staff. ... They seemed stressed. ... In their eyes [it felt like] I was a bit of a problem, a bit of a hazard.

Her relationship with the mentor teacher appeared dysfunctional, lacking the essential qualities of an effective co-teaching partnership. LOE 146's lack of opportunity to prepare at least a partial teaching program prior to the internship made her vulnerable to conforming to the mentor teacher's program:

Where other [interns] got to program before their internship, I couldn't meet up with my supervising teacher until a [few] days before. ... When I went and seen [sic] her ... she just said, 'Don't worry about programming. ... Just come into the classroom ready to observe.' ... It turned out she wanted me to program and teach her way. ... She watched over my shoulder. ... I have my way of teaching and her way doesn't work for me.

LOE 146 was also expected to emulate her mentor teacher's behaviour management approach rather than being free to develop her own:

[My supervisor] raised and lowered her voice really well. ... She's trying to get me to do that but I just don't have that within me. ... That's where we clash.

Rather than having the opportunity to further develop her teacher beliefs, identity, behaviours, and competencies, LOE 146 states:

I pretty much observed the supervising teacher write notes to be sent home ... and do the running records. ... I played a lot of games with the children. ... I took the class while my supervising teacher was doing professional development in the National Accelerated Literacy program. ... She came back and shared it with me.

LOE 146 was scaffolded into normative learning. It appeared that so many factors contributed to the sustained presence of highly charged emotions surrounding the intern's meaning perspectives (as illustrated in Figure 3.4).

According to the Internship Handbook (2008), all interns were expected to undertake three days of autonomous teaching a week. However as LOE 146 explained, her rights were disregarded:

There was only one week my supervising teacher just left me for the whole three days.

This situation raises again the ethical issue of intern teacher rights and the responsibility of mentor teachers and Principals to ensure appropriate levels of autonomy and support as stipulated in the Internship Handbook. In being denied opportunity for autonomy and mastery, LOE 146's professional development as a teacher was severely curtailed. In effect she was restricted to the role of a teacher's aide.

LOE 146 was also disadvantaged by a lack of explicit communication and preparation:

[On one occasion] my supervising teacher forgot to tell me she had swapped our RFF⁸ time. ... I had to think quickly. ... 'Well, children in Kindergarten love a story ... so I'll read it as far as the end of the problem and get the students to finish.' I know Kindergarten children don't have great literacy ability to be able to write a story, so I just asked them to draw the ending.

Having not programmed, the intern's fallback position was disconnected to the syllabus outcomes. She was instead engaging the students in "busy" work, rather than teaching to enhance student achievement of specified learning outcomes.

LOE 146 as teacher and learner

Prior Learning

LOE 146's use of out-dated language provided an insight into childhood gestalts from which she appeared to still be operating. For example, she used terms such as "Primary Department", "Infants School Department" and the "Head of the Infants Department", which encapsulated a hierarchical conceptualisation of school structures dating back to her primary schooling. These problematic frames of reference were evidenced in her perceptions of the university as well as the school:

It's the stress that we have to live up to the university's expectations as well as the school's expectations. ... I mean it's not a problem ... as long as they both understand the amount that's put on us. ... We can give 100% but ... that's as far we can be pushed. ... This school doesn't seem to understand that although this is my internship, I still have university duties to be followed.

⁸ Relief from face to face (RFF) teaching is provided in Department of Education and Communities (DEC) primary. RFF time may be used for professional responsibilities such as: developing resource materials for class or school use; assessing students and report writing; liaising with colleagues and parents; and undertaking professional development. Full time teachers are entitled to two hours of relief from face to face teaching each week.

LOE 146 described the Action Research Project as “university duties to be followed”, and the expectations of the school and the university as “the amount that’s put on us”. Without the capacity to “reflect critically on and improve teaching practice” (Standard 6.1.1, NSW IT, 2005), LOE 146 appeared destined to experience a strong sense of powerlessness and a lack of knowledge and skills of how to make meaning and learn.

Efficacy and Action

LOE 146’s already heightened emotions and low efficacy beliefs were further undermined when the mentor teacher and the “Head of the Infants Department” held contradictory views of “the requirements for the Internship” (UNE, 2008, p. 27), in regard to the Action Research project. LOE 146 explained her situation:

We had an Action Research assignment due one Friday, that had to be e-submitted, and my supervising teacher granted me permission to go home [during the school day] to do that.

On a second occasion, the intern was encouraged (by the mentor teacher) to leave the school premises during school hours:

My supervising teacher told me that it would be better if I could go home, where there’s no distractions, to program for the rest of the term ... then just follow the children around and watch other teachers when I would have had Release from face-to-face (RFF) teaching. She agreed ... she said it was a great idea, but I had to clear it with the Head of the Infants Department.

However, LOE 146 again encountered a contradictory and far less supportive view than that of her mentor teacher:

I went and seen [sic] the Head of the Infants Department and she ended up ‘getting up me’ in a stern voice saying, ‘I’m not very happy ... with you constantly asking for time off! No other student has had time off to do assignments before!’ ... She threatened me with not getting my casual teaching number ... of failing my internship.

The inconsistent expectation placed the intern in a very vulnerable position. As her anxiety increased and the threat of chaos loomed LOE 146’s efficacy beliefs plummeted further and she acquiesced to the Head of the Infants Department in an almost child-like submission to a reprimand:

I was pretty upset ... and said, ‘No, no it’s fine. I’ll just stay, I’ll find something to do here, I’ll try my best to do some programming here.’ ... I went back to the classroom and cried, I didn’t know what to do.

Reflection informing Theory

Although within LOE 146’s inner dialogue she questioned the affront, and held less submissive thoughts in her head, she appeared powerless to overcome her

affective state long enough to present her case. The intern appeared to be locked in a very limited cycle of non-reflection (as represented in Figure 3.4), perceiving a significant power differential with the authority figure:

I should have just said to the lady, 'Stop. I am supposed to be one of your fellow staff members. If I was ... another teacher, would you be talking to them in the same way you are talking to me now?' I really felt like I was a Year 1 student instead of being the teacher.

This teary statement was a culmination of the frustration and toxicity of an internship context, which generated few opportunities for LOE 146 to develop a sense of belonging, autonomy and mastery learning.

LOE 146's reflection-on-action provided further insight into the reflex-ive approach the intern continued to take to her learning. She questioned her sense of mission in becoming a teacher but did not critically reflect:

After I got into trouble with that lady, I went home and cried and said, 'I don't want to do this any more. ... I'm sick of being told how to do things and what to do.' ... I felt like I had no say. ... I thought, if that's the way they're going to be then I can be the same way back. ... I had a couple of days really down in the dumps. ... I didn't want to do primary teaching any more. ... I didn't know what to do. ... I wasn't really 100% well either. ... I ended up at the Drs and finding out that I had glandular fever, which didn't help matters.

In her reflection, LOE 146 exposed her despair, a complete loss of efficacy, and an external locus of control.

Incredibly, in spite of the extreme negativity of her internship experience, LOE 146 still contemplated a future direction in teaching:

Casual teaching is just the thing for me, to try and get myself up there a bit more. ... I've been setting myself up. ... I have a box for each stage ... a book with a whole heap of activity sheets or games. ... I believe I'm really well equipped. ... There's still that gap there where I need to grow a bit more. ... There's always room for improvement.

LOE INTERNS IN NON-PROBLEMATIC CONTEXTS WITH HIGH LEVEL OF SUPPORT

Two LOE interns, LOE 108 and LOE 132, were in non-problematic internship school contexts and experienced welcome support.

LOE 108 CASE STUDY

Introduction

LOE 108, a 21-year-old female intern, entered the BEd degree through the PR Scheme. LOE 108 brought an additional competency to her internship, having

undertaken Dance as a subject in her Higher School Certificate (HSC) at the culmination of her secondary schooling. LOE 108 was interviewed during the Pilot stage of the study. She explained a challenging situation in which she taught 70 Stage 1 students a dance for the regional Creative Arts Festival (Standards 3.1.2 and 3.2.2, NSW IT, 2005). LOE 108 experienced a brief sense of dissonance before going on to demonstrate double-loop learning as she transitioned from an adaptive to a transformative approach to this teaching and learning challenge.

Internship context

LOE 108 undertook her internship in a low socioeconomic public school on the Priority Schools Program:

The school's on the outskirts of a rural city. ... There's about 280 kids. ... A high proportion of them are indigenous. ... In my Year 2 class there's a mix of kids from indigenous, and medium and low socio-economic backgrounds. There's some with behaviour and learning difficulties.

Although the students in the school were considered disadvantaged, LOE 108 did not consider the context problematic.

Internship support

Bandura's (1997a) claim that positive verbal feedback enhances efficacy beliefs was certainly true for LOE 108:

I've taught a wide range of KLAs. ... My supervising teacher praises me for my programming and teaching. ... Other teachers give me positive feedback. ... I've invited feedback from my students; ... they feel they can trust me and talk to me. ... I've talked to parents about who I am and what I do. ... I feel quite confident because I've had such positive feedback.

LOE 108 was given responsibility in a wide range of school activities:

I've been involved in a wide range of things like excursions and ... the [Creative Arts Festival]. ... I was involved in a day excursion to the Art Gallery. ... I was in charge of the 100- and 200-metre races at the Zone Athletics Carnival. ... I got such positive feedback from the people who run it.

The feedback and the responsibility assured a strong sense of belonging for LOE 108.

LOE 108 as teacher and learner

Prior Learning

Having studied Dance for the HSC before entering the BEd, LOE 108 had considerable knowledge and skills to "plan and implement coherent lessons and lesson sequences ... to engage students and address the learning outcomes"

(Standards 3.1.2 and 3.2.2, NSW IT, 2005) for 70 Stage 1 students in the area of Dance.

Efficacy and Action

When “elected to teach 70 Stage 1 students a dance” for the Creative and Performing Arts Festival, LOE 108’s efficacy beliefs were tested momentarily:

When I was first elected to do this I didn’t really know anything about it (laugh). ... I was a little bit unsure, like ‘Can I do this?’ ... I thought I probably wouldn’t be able to do it, I think the fear of my own failing and then the students failing.

Reflection informing Theory

LOE 108’s reflection-in-action displayed “mindfulness” (Brown & Ryan, 2003; Germer, et al., 2005) of her students and of her responsibilities:

They were to be part of a bigger group for the final performances. ... I didn’t want them to look silly in front of the other schools. ... They had to know it properly. ... Doing it right was important ... so what I did was really important.

Initially LOE 108 took a single-loop, adaptive approach to learning how to teach such a large group. Her reflection-on-action showed a continual cycle of assessing at the outer level of the students’ competencies as a means of evaluating her teaching competence:

I broke it down in my head ... learnt sections of the dance myself ... taught them to some students who demonstrated them. ... I thought, ‘What could I do to make this dance easier? What support could I have? How can I make this easier? Will student demonstrators help other students to learn? Why is this approach working?’

Although assessed as having low overall efficacy, LOE 108’s mastery learning and success (Witcher, et al., 2002) ensured positive physiological and emotional states (Goddard, et al., 2000):

I started thinking, ‘This is not as bad, not as daunting as I thought. I’m handling it really well ... and our kids are going really great! ... It’s not such a big task.’ ... I realised I could do this! ‘We can do it! Step this out, just do it.’

LOE 108’s core reflection (Korthagen & Vasalos, 2005) wove the outer levels of her behaviour and competencies with the inner levels of her beliefs and teacher identity, to subjectively reframe:

You’ve got to motivate your students, either intrinsically or extrinsically, otherwise they’re not going to learn. ... It’s also important you have the highest expectations of your students and of yourself ... so they know they can work harder and improve ... and so you can do the best lessons you possibly can and be the best teacher you can be.

Through critical self-reflection LOE 108 also deepened her identity of what it means to be a teacher and her sense of mission within the profession:

Keep [under] consideration that you have the highest impact on your students ... when you're teaching, ... in the playground, ... in the community, when you do anything at all. ... I'm a role-model in the community ... I have a big effect on my students.

LOE 108 incrementally transitioned from an adaptive to a transformative approach to her learning as she developed greater self-awareness (Mezirow, 2000b):

Some days can be bad and I just need to move on ... by reflecting on the situation, 'What have you done? ... What could you have done better?' ... I focus on what actually did work, how I can keep that going, as well as eliminating the things that trap me.

In focusing upon what worked LOE 108 used principles of positive psychology. She was able to "nurture what is best" rather than fixating upon "what is broken" (Seligman & Csikszentmihalyi, 2000) in her teaching:

I definitely feel I am open to any experience. ... When I started out ... I thought on the worst side ... but now I think confidently, 'I can do this!' ... With any challenge that comes my way I just think ... 'Be open to new things ... new challenges ... take it head on and be confident.' I'm about to get out there and teach ... and I know, 'I can do this! I don't need the support, I can deal with any sort of situation that comes my way ... I can do it!'

In doing so, this intern who was deemed to have low overall efficacy in the sampling phase of the study, demonstrated through her capacity to critically reflect, engage in mastery learning, experience generosity and achieve authenticity in her teaching (Cranton, 2001), which raised efficacy beliefs from low to higher. LOE 108's actions were consistent with her beliefs (Brookfield, 1990; Cranton, 2006). This LOE intern teacher demonstrated she was capable of learning and growing with her students (Jarvis, 1992).

LOE 132 CASE STUDY

Introduction

LOE 132 was a 21-year-old female intern who entered the BEd through the PR Scheme. She did not have a competency area in addition to the BEd coursework. LOE 132 encountered her most challenging experience ensuring the safety of students in a PE lesson in the playground (Standards 5. 1.7 and 5.2.7, NSW IT, 2005). The intern experienced a momentary sense of acute dissonance, which was quickly overcome. She demonstrated characteristics of non-reflection and reflex-ive approaches, as well

as non-critical reflection and adaptive approaches to resolving and learning from the challenge.

Internship context

LOE 132 was comfortable within her internship context:

[There were] about 200 students, there were no real learning disabilities or anything like that, there were a couple of the boys in the class who could be a bit difficult but no overall behavioural problems. ... I had seen a little bit of the school and it was pretty much as I expected really.

She realised when speaking with her mother:

One of the reasons they seemed so good was that my supervising teacher was really, really good, very experienced.

LOE 132's perception of the level of difficulty within the context was viewed with the courage and optimism of the novice standing alongside the mentor teacher.

Internship support

LOE 132 experienced a supportive environment and developed a sense of belonging as the internship unfolded:

My supervisor was the Assistant Principal. ... I had met her beforehand ... she was very friendly, supportive and approachable. ... I was on fairly good terms with all the staff, which was nice. ... I [went] into a new situation and became a part of the group that already existed. ... I tend to try to go into things with a pretty open mind.

LOE 132 as teacher and learner

Prior Learning

LOE 132 held schema regarding teachers' roles in creating "positive environment[s] supporting student effort and learning"(Standards 5.1.3 and 5.2.3, NSW IT, 2005):

Every student is different ... you really need to ... adjust yourself for every student, ... be flexible and adaptable to the situation you find yourself in ... not be a total 'hard arse', ... set the boundaries while still having fun. I know if this is what I am going to be doing, for however many years, I don't want to go in each day ready to 'rip into kids'. I want to go in and have a good time.

These ideals were tested when she encountered her most challenging experience.

Efficacy and Action

When given autonomy LOE 132's behaviour management schema and efficacy beliefs were tested:

It was in my third week there, my supervisor actually [went] on a course so she decided that I could just take the class by myself. It was in the PE lesson that two boys got in a punch up. ... They were laying into each other, which resulted in one curled up on the ground sobbing.

Reflection informing Theory

LOE 132's reflection-in-action acknowledged a momentary sense of anxiety (dissonance) and a brief expansion of negative emotions. It was evident that the intern's efficacy for managing the situation had dropped:

I thought, 'Oh crap! (laugh) What a great start!' It was mainly just slight panic and trying to stop them hitting each other. ... I pulled them apart (laugh) another teacher came over and talked to one of the boys on the ground.

The intern's retrospective non-critical reflection displayed how she used her insight into the behaviours of the student:

The other boy was really easily upset by lots of things. He would start crying one minute and the next minute be trying to smash some other kid's face. ... I knew yelling would just lead to him crying, so I took him aside [to] calm down.

LOE 132 then recounted a checklist of the behaviours she used, and her competence, in resolving the immediate dilemma:

Afterwards I thought I dealt with it pretty well. I didn't scream at him 'cause that wouldn't have achieved anything. I made sure the other teacher was dealing with one while I was dealing with the other ... and I tried to wrap it up quickly 'cause we were outside ... kids were standing around watching. ... I think I did alright.

The focus was on content and process, rather than premise, critical self-reflection (as represented in Figure 3.3).

LOE 132's meta-cognitive insights revealed a lack of efficacy for reflection, which may have been based upon a lack of mastery knowledge and skills of how to go about the process or the impact of previous negative reflection experiences in which the intern was unable to transition into critical self-reflection, experience the pain but also the gain of overcoming adversity and achieving generosity and mastery. In either case, LOE 132 made conscious choices to avoid reflection altogether:

When I look back on what I have done, I probably compare [past] and new experiences. ... There's a lot of, 'Well, that was stupid!' (laugh) ... I don't put a whole heap of deep reflection into it, I tend to go as far as, 'That worked and that didn't' and 'I wouldn't do that again!'

LOE 132 demonstrated what Merriam, Mott and Lee (1996) describe as a "growth inhibiting response" aimed at protecting the self:

I have a history of focusing too much on negatives. ... You get bored and it's not a happy way to go. ... You have to learn from the things you do, but you can't spend all your time thinking about what you've done wrong.

LOE 132 operated with “selective perception” (Cranton, 2006). She paid attention to things she agreed with and ignored others. Although the intern knew that it was important to learn from the things you do, she avoided critique and simply kept a “Don't Do It Again” checklist, and perhaps also a “Do It Again” checklist based on normative learning:

'I try to take the qualities of teachers that I admire and make them my own.' ... I've learnt that I can go into a situation and become a part of a school community. ... I can plan for the week, get readers together, and work out a program. ... I can do the day-to-day running of a class. ... I can do all that!

LOE 132 failed to engage at the inner levels of her beliefs, identity and sense of mission (Korthagen & Vasalos, 2005); instead settling for a perception that possessing a set of competencies was what teaching was all about.

The deliberate choice of the intern teacher not to engage in reflection is an interesting point on which to focus further research, since the capacity of intern teachers to non-critically and critically reflect as they transition into teaching has a direct impact upon their professional learning, in terms of mastery and the capacity to overcome hardships (generosity) and foster resilience.

LOE INTERNS IN NON-PROBLEMATIC CONTEXTS WITH LOW LEVEL OF SUPPORT

None of the LOE interns were found to be in non-problematic contexts experiencing low levels of support.

CONCLUSION

This is the final chapter discussing the results from within-case interview analysis. This chapter has specifically focused upon the eight low overall efficacy (LOE) intern teachers. As was the approach in the previous two results and discussion chapters, Table 5.2 provided the template for within-case study analysis of the LOE interns' interviews. Table 7.1 provided a summary of key results demonstrating the eight LOE intern teachers' approaches to learning. These results, along with those of the HOE interns (Chapter 5) and MOE interns (Chapter 6) are now compared and contrasted in

a cross-case analysis in Chapter 8. In that chapter, I present a synthesis of new knowledge regarding the nature of the learning of the 26 4th year BEd intern teachers.

CHAPTER 8

OVERALL RESULTS AND DISCUSSION

This chapter integrates key concepts from the previous three Results and Discussion chapters, to address the two research sub-questions:

- i. What do the reflective practices of intern teachers reveal about the nature of their learning?*
- ii. What relationships exist between intern teachers' self-efficacy, reflection and depth of learning?*

In the final chapter of this thesis findings will be synthesised to address the main research question:

What is the nature of 4th year BEd (Primary) intern teachers' learning, in terms of LEARNt theory?

Results, which address the first sub-question, are now outlined, followed by results related to the second sub-question.

INTERNS' REFLECTIVE PRACTICES: THE NATURE OF THEIR LEARNING

To understand the nature of 4th year BEd intern teacher learning it was first essential to understand each intern, in particular, their: gender, age, entry into the BEd and any additional competency area they may have implemented in their teaching. The next step was to understand the internship context in which the interns were teaching and, more importantly, learning. Interns' experiences of support, belonging and autonomy were significant factors shaping their learning. By then focusing on evidence of interns' reflective practice when faced with significant challenge, I was able to reveal the nature of their learning.

Appendix 8.1 contains three tables, which summarise key findings of each intern teachers' case study:

- Table a: Case study summary of interns demonstrating transformative approaches to learning;
- Table b: Case study summary of interns demonstrating adaptive approaches to learning; and
- Table c: Case study summary of interns demonstrating reflex-ive approaches to learning.

These tables serve as organisers for the following cross-case analysis. They provide useful information for gaining an overall picture of the three kinds of learners as well as being a most helpful analytical tool.

INTERN TEACHERS

Biographic details of gender, age, entry into the degree, and additional competency area were pertinent to understanding characteristics of the BEd intern teachers who participated in this study.

Gender, age and approach to learning

The interns in this study were from a cohort of 100 BEd intern teachers; the ratio of males to females in the sample was approximately the same as in the population. Key factors of female/male, intern's age and approach to learning are discussed, followed by comparisons between the males and females. Table 8.1 provides a succinct overview of interns by gender, age and approach to learning.

Table 8.1: Number of Interns by Gender, Age and Approach to Learning

Gender/Age	Transformative	Adaptive	Reflex-ive	Interns
Female 21–23 years	9	3	4	16
Female 26–32 years	3	0	0	3
Male 21–23 years	3	2	0	5
Male 26–32 years	1	1	0	2
Total interns	16	6	4	26

Female Interns

Of the 16 females in the younger age group (≤ 23), nine demonstrated transformative, three adaptive and four reflex-ive approaches to their learning. In contrast, all of females in the older age bracket (three interns) engaged in transformative, rather than either adaptive or reflex-ive learning.

Male Interns

Five of the seven males were in the younger age group; three demonstrated transformative, and two adaptive, approaches to learning. In contrast, one of the males in the older age bracket engaged in transformative and the other adaptive learning. None of the male interns in either age group exhibited a reflex-ive approach.

Female interns and male interns: Age and approach to learning

The most important finding here was that a similar proportion of female and male interns were found to take a transformative approach to their learning: just over half in fact. However, about twice the proportion of male interns were adaptive in contrast to the female interns. The only interns demonstrating reflex-ive approaches to learning were four of the younger females who entered the degree in the year following the completion of their secondary schooling. Perhaps it can be presumed that they had relatively limited life experience and this contributed to their less reflective stance. This is explored to some extent in the following section.

Means of entry into the degree

The 26 BEd Interns entered the degree through one of five means:

- 15 interns on the recommendation of their secondary school Principal (58%);
- 5 interns through the University Admissions Index (UAI) (19%);
- 4 interns as mature-age students (15%); also mature age were:
- 1 intern via Open University (4%); and,
- 1 intern through a TAFE Transition course (4%).

Table 8.2 provides an overview of interns' means of entry in relation to the approaches they took to learning. It can be noted that 20 of the 26 interns commenced the degree in the year immediately following completion of their secondary

schooling: 15 interns through the PR Scheme and 5 interns with an appropriate UAI. The approach to learning amongst the 20 younger-aged interns varied:

- 11 interns were transformative;
- five interns were adaptive; and
- four interns were reflex-ive.

Of the six mature-age interns (including Open University and TAFE entrants), five interns were transformative, one intern was adaptive, and none was reflex-ive (Table 8.2). This contrasts to the greater spread of approaches to learning amongst the younger age group.

Table 8.2: Number of Interns by Entry into the BEd and Approach to Learning

Means of entry into BEd	Transformative	Adaptive	Reflex-ive	Overall
Principal's Recommendation (PR) Scheme	8	5	2	15
University Admissions Index (UAI)	3	0	2	5
Mature Age	3	1	0	4
Open University	1	0	0	1
TAFE Cert. III Transition course	1	0	0	1
Total interns	16	6	4	26

In Table 8.2 it is noted that amongst the younger interns the PR Scheme entrants were less critically reflective than their UAI counterparts. However, they did engage in non-critical reflection (single-loop learning) whereas UAI interns were either transformative or reflex-ive. Reflex-ive approaches to learning were limited to younger female interns, two through the PR scheme and two through the UAI.

Of the six mature-age interns (including Open University and TAFE entrants), five interns were transformative, one intern was adaptive, and none was reflex-ive (Table 8.2). This contrasts to the greater spread of approaches to learning amongst the younger age group.

BEd Interns: An additional competency area

It was not known at the commencement of the study whether an additional competency area would make a significant contribution to the nature of the intern teachers' learning. The picture is now clearer. Of the 26 Interns, 11 indicated a competency area in addition to the BEd coursework (Table 8.3).

As can be seen in Table 8.3, half the intern teachers (eight of the 16) who were transformative learners had an additional competency area. All eight interns used their additional competency area: two to build a rapport with their students and six to enhance their teaching and learning. The latter group of six also encountered their "most challenging experience" whilst using their additional competency area. For example, the two interns with NA Literacy program professional learning encountered difficulty in implementing the program, and the intern with a PE specialisation, during a PE lesson. Interns granted autonomy to implement their additional competency experienced greater risk-taking, challenge, presence and mastery learning.

Of the six adaptive learners, one intern had an additional competency area in cricket coaching. Although he used these skills to build rapport with students and staff before the internship, none of the six non-critically reflective interns taught within an additional competency area. These interns, therefore, did not appear to be open to the level of risk-taking, challenge, presence and mastery learning of their peers who engaged an additional competency and undertook a transformative approach to learning from the challenge it provided.

In the case of the two interns who took a reflex-ive approach to learning, their additional competency area did not appear to have a bearing on their learning. For example, in the case of one intern who undertook a Catholic Religious Education Certificate, the motivation of positioning her career prospects rather than enhancing her teaching and student learning may have contributed to a non-reflective, non-learning stance?

Table 8.3: Number of Interns by Additional Competency Area and Approaches to Learning

Additional competency area	Transformative	Adaptive	Reflex-ive	Overall
National Accelerated (NA) Literacy program	2	0	0	2
Physical Education (PE)	1	0	1	2
BEd Honours (Science)	1	0	0	1
Prior degree (Natural Resources)	1	0	0	1
Special Needs Education	1	0	0	1
Prior career (ICT)	1	0	0	1
Cricket coaching	0	1	0	1
Dance (HSC level)	1	0	0	1
Catholic Religious Education Certificate	0	0	1	1
Sub-total: Additional competency area	8	1	2	11
Sub-total: Without additional competency area	8	5	2	15
Total interns	16	6	4	26

In summary, a higher proportion of those with an additional competency area showed transformative learning when compared to those without a competency. This finding lends support to the notion that experiences outside school/university appear to assist intern teachers' learning.

INTERNSHIP CONTEXTS: SUPPORT, BELONGING AND AUTONOMY

Internship classrooms and school contexts in which the 26 intern teachers engaged in teaching and learning were thought to significantly shape their experiences, and the nature of their learning. Table 8.4 provides an overview of these relationships.

As can be seen in Table 8.4, 16 of the 26 intern teachers were in internship contexts that proved “problematic”:

- 11 of the 16 were problematic owing to the learning and/or behavioural needs of the students (see the first row in Table 8.4); and

- 5 of the 16 were problematic because of difficulties with the mentor teacher, and/or other staff (as seen in the problematic/low support row).

In contrast, the remaining 10 interns were in internship contexts considered non-problematic and supportive.

Table 8.4: Numbers of Interns by Internship Context, Support, Belonging, and Approaches to Learning

Context/ Support	Belonging	Transformative	Adaptive	Reflex-ive	Interns
Problematic/ High support	Strong sense of belonging	8	2	1	11
Problematic/ Low support	Weak sense of belonging	3	0	2	5
Non-problematic/ High support	Strong sense of belonging	5	4	1	10
Non-problematic/ Low support	Weak sense of belonging	0	0	0	0
Total interns		16	6	4	26

Support and belonging

Amongst these very varied internship contexts, intern teachers had diverse perceptions of the support they received. High levels of support were found to be synonymous with intern teachers' strong sense of belonging. Twenty-one interns recounted high levels of support by their mentor teachers (see the first and third horizontal sub-sections of Table 8.4). In contrast, five of the 26 interns perceived that they did not receive the kinds of support that they needed, which correlated to a weak sense of belonging in the internship classroom and/or school.

Table 8.4 also highlights that of the 16 interns engaged in transformative approaches:

- eleven interns were in problematic contexts, eight with high support and three with low support; and,
- five interns were in non-problematic contexts with high support.

It appears that problematic contexts with high support were the most conducive for transformative learning. The second most fruitful environment was non-problematic

contexts with high levels of support, followed by problematic contexts with low levels support. High levels of support, a sense of belonging and opportunity for autonomous teaching appeared to be more significant than context in the realisation of transformative learning for 13 of the 16 interns.

Transformative learning, however, was not confined to interns with high support. Of considerable significance is the finding that 3 of the 16 interns who engaged in transformative learning were in problematic contexts with low levels of support. These individuals did, however, experience autonomy; to the point, in fact, that they engaged in a dialogue of self-critical reflection, resolving their sense of dissonance alone before sharing their experience with a peer, a casual teacher, or a parent. None of these three Interns engaged in critical reflection with their mentor teacher, the principal, or other teaching staff.

Autonomy and approach to learning

The concept of autonomy is taken from the core value of “independence” encapsulated within the Circle of Courage (Brendtro, et al., 2002). Autonomy is seen as a core value underpinning the basic human need of the individual to grow and to learn. Intern teacher autonomy within their teaching practice is intrinsic to learning. As MOE 187 so aptly stated:

The internship is your final chance to see, within yourself, whether you’ve made the right decision or not [in becoming a teacher]. ... It was my chance to do things that weren’t emulating the teacher ... to see whether my ideas and ideals actually worked in practice, ... knowing when kids push the line and you’re there by yourself, that strategies you’ve learnt actually work.

Interns’ rights to autonomy are embedded in the Internship Handbook (UNE, 2008, p. 1) in which it is stated that intern teachers are expected to “complete up to 8 weeks of independent teaching at 0.6 load”.

Table 8.5 presents a summary of interns’ experiences of autonomy to implement professional development within the internship classroom, action research, additional competency areas, units of work, and their own ideas. For the intern teachers in this study, autonomy was fundamental to the development of adaptive and transformative approaches to learning. All interns who went on to develop characteristics of single-loop (adaptive) learning (6 interns) or double-loop (transformative) learning (16 interns) in response to their most challenging experience had their right to autonomy

within the classroom respected. In contrast, the four interns who were denied their right to autonomy engaged in reflex-ive approaches of non-reflection and non-learning.

Evidence from the present data indicates that Intern teachers' autonomy to teach within the internship classroom was fundamental to their learning. The internship where autonomy is granted provides the opportunity for the intern to be fully immersed in the complexity and variety of teachers' work and to transition into full responsibility in the culminating phases of their BEd program.

Table 8.5: Number of Interns by Autonomy and Approaches to Learning

Area where autonomy was displayed	Transformative learning	Adaptive learning	Reflex-ive learning
Involvement in professional development, and opportunity to implement, NA Literacy program	2	0	0
Action research into, and implementation of, strategies to meet Special Needs	1	2	0
Opportunity to use additional competency area	1 Science 1 PE 1 dance	0	0
Opportunity to take the class independently and to address behaviour management challenge in line with core beliefs (student-centred)	8	3	0
Involvement in and opportunity to implement Smartboard professional learning	1	0	0
Opportunity to program and implement a Combined Outcomes Group (COGs) unit of work	0	1	0
Opportunity to implement "my ideas" in the classroom	1	0	0
Autonomy not evident	0	0	4
Total interns	16	6	4

Relationships between context, support, belonging, autonomy and adaptive approaches to learning

All six interns who engaged in adaptive approaches to learning recounted being well supported, having a strong sense of belonging and autonomy in their teaching:

- 4 of 6 interns were in non-problematic contexts; and
- 2 of 6 interns were in problematic contexts due to the learning and/or behaviour needs of students.

These interns engaged in non-critical, content and process reflection with their mentor teachers (and either the Principal or a parent). These interns focused on the outer levels of the meaning perspective; their competency to manage the classroom environment, and the behaviours of students. It appears these interns were not scaffolded to transition from single-loop to double-loop transformative learning.

Relationships between context, support, belonging, autonomy and reflex-ive approaches to learning

Experiences of contexts and support were quite different amongst the four interns who demonstrated reflex-ive approaches to learning. Two of these interns experienced low levels of support, little sense of belonging and no autonomy in contexts that were problematic due to the behaviour of their mentor teachers and/or the school executive. Preoccupied with a sense of injustice, one intern responded with impressionistic learning; the second experienced so little autonomy and appeared so disempowered that she was not even concerned with creating a good impression.

In contrast, two of the four interns enjoyed high levels of support and very strong senses of belonging, but little or no opportunity for autonomy. These intern teachers' maintained habits of mind (HoM) and points of view (PoV) synonymous with their mentor teacher rather than meeting the internship guidelines for autonomy in teaching and classroom management, they complied. Opportunities for mastery learning were thwarted for all four of these reflex-ive learners.

Conclusions

This section brings to the fore knowledge concerning the relationships between intern teacher learning and factors of context including support, belonging, and autonomy. The numbers are small so care has to be exercised. The first set of findings concerns the relationships between intern teacher learning and their internship contexts:

- Internship contexts were more often problematic than non-problematic;
- the behaviours of mentor teachers and staff contribute to problematic internship contexts, as do the learning and behaviour needs of students; and

- problematic environments are more conducive to transformative learning.

The second set of findings is that intern teachers' experiences of support are synonymous with a sense of belonging. It was also found that:

- belonging was a significant factor in the majority of transformative and adaptive approaches to learning; however,
- it also shaped impressionistic learning when belonging was prioritised over autonomy and mastery; and
- in spite of a lack of a sense of belonging, some intern teachers transitioned into transformative learning.

Perhaps the most important is the third set of findings concerning autonomy and learning, in particular that:

- autonomous responsibility, as prescribed in the Internship Handbook (UNE, 2008), sets the intern teacher up for risk-taking, challenge to habits of mind and points of view within meaning perspectives, dissonance, single- and double-loop learning;
- autonomy is fundamental to transformative and adaptive learning; and
- a lack of autonomy is the most significant contributor to non-learning.

It is apparent that intern teachers will face a range of contexts and experience diverse levels of support and a sense of belonging in their internship schools. Although these factors need to be addressed, a more immediate priority is to equip the intern teacher with the intrapersonal competencies to manage autonomy, no matter what the context or level of support. Principals and mentors need to understand the importance of autonomy for interns' learning.

INTERNS “MOST CHALLENGING EXPERIENCES” ACROSS ELEMENTS WITHIN THE NSW IT PROFESSIONAL TEACHING STANDARDS

The most challenging experiences the intern teachers faced were categorised in terms of the seven Elements of the NSW IT Professional Teaching Standards (Table 8.6).

It is apparent that half the 26 interns encountered their greatest challenge to their prior learning within Element 5 of the NSW IT Professional Teaching Standards (2005),

“creating and maintaining classroom learning environments through the use of classroom management skills”. The second most common challenge was within Element 2 of the Standards (NSW IT, 2005), “knowing their students and how they learn”. The remaining 13 interns recounted their most challenging experience across five more Elements within the Standards (NSW IT, 2005). In other words, about three quarters of the interns interviewed encountered their most challenging experience in managing student behaviour, and in understanding how to teach for student learning.

Table 8.6: Number of Interns by “most challenging experiences” across Elements within the NSW IT Professional Teaching Standards and Approaches to Learning

Elements of NSW IT PT Standards (2005)	Transformative	Adaptive	Reflex-ive	Total
1. Teachers know their subject content and how to teach that content to students.	1 x MOE	0	0	1
2. Teachers know their students and how they learn.	1 x HOE 2 x MOE	2 x MOE	2 x HOE	7
3. Teachers plan, assess and report for effective learning.	1 x HOE 1 x LOE	1 x HOE	0	3
4. Teachers communicate effectively with their students.	0	0	0	0
5. Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.	3 x HOE 3 x MOE 4 x LOE	1 x MOE 2 x LOE	0	13
6. Teachers continually improve their professional knowledge and practice.	0	0	1 x LOE	1
7. Teachers are effectively engaged members of their profession and the wider community.	0	0	1 x MOE	1
Total interns	16	6	4	26

It seems that, if this group were representative, then challenges could reasonably be expected in these two areas. There appeared to be no pattern concerning approaches to learning and the competency elements.

PRIOR LEARNING, DISSONANCE REFLECTION-IN-ACTION AND APPROACHES TO LEARNING

Challenge to interns' prior learning created "cognitive dissonance" (Festinger, 1957). Understanding that tension and cognitive dissonance provide a catalyst for learning is not new. Dewey (1933, 1991) and more recently Galman (2009) acknowledged that knowledge is created in environments of anxiety, and even states of perplexity, hesitation and doubt. It was for these reasons that dissonance was determined as the centre-point from which to examine the nature of intern teachers' learning.

Through the case study analysis process, "acute", "persistent", or "persistent and acute" were coined to reflect interns' varied experiences of dissonance. Intern teachers' reflection-in-action demonstrated various degrees of presence (awareness and mindfulness) in response to dissonance. Table 8.7 provides a succinct overview of the relationships found between interns' varied experiences of dissonance, presence and approach to learning.

Table 8.7: Interns by Dissonance, Reflection-in-action (presence) and approaches to learning

Dissonance	Transformative learning (full presence)	Adaptive learning (partial presence)	Reflex-ive learning (lacking presence)	Interns
Persistent dissonance	0	1	2	3
Acute dissonance	8	3	0	11
Persistent & acute dissonance	5	2	1	7
No dissonance	3	1	1	5
Total interns	16	6	4	26

From these data, persistent dissonance appeared to limit presence and therefore the potential for higher levels of learning. On the other hand, acute dissonance for eleven intern teachers was followed by full presence and astute awareness. These results infer that in cases of persistent (prolonged) dissonance the intern teachers become less present, astute and aware of themselves, the environment and the behaviour of others, whilst acute dissonance acts as a catalyst to astute reflection-in-action and presence to themselves and to their students. Also, it was found that three interns experienced transformative, and one intern adaptive, learning without experiencing dissonance.

However, a lack of dissonance was a significant factor in impeding the learning of one reflex-ive intern. From these general observations, each form of dissonance will be considered in turn.

Persistent dissonance

Persistent dissonance was a catalyst for partial and limited presence, and adaptive and reflex-ive approaches to learning respectively for three interns who lacked presence and awareness and were self-focused:

- One reflex-ive HOE intern, in a perpetual state of uncertainty regarding balancing the needs of students (Element 2), emulated the mentor teacher rather than developing a separate teacher identity (normative and impressionistic learning).
- In addition one adaptive MOE intern struggled to achieve the purposes of his Action Research project (Element 2, motivating a disengaged student).
- One reflex-ive LOE intern believed her “rights” (Element 7) to appropriate workloads, support and clear communication (in accordance with the Internship Handbook, UNE, 2008) were breached.

Persistent dissonance and being present only to oneself were not precursors to transformative learning amongst these interns.

Acute dissonance

Eleven interns experienced states of acute dissonance:

- Eight (3 HOE, 3 MOE and 2 LOE) of eleven interns’ reflection-in-action demonstrated full presence to themselves and to their students, leading to critical reflection (transformative learning).
- Three of eleven interns (all LOE) demonstrated partial presence, engaged in non-critical reflection and assimilated the strategies of others.

No intern experiencing acute dissonance responded with a lack of presence or non-reflective, reflex-ive approaches to learning.

Persistent and acute dissonance

Perhaps what might be considered the least conducive internal state for effective intern teacher learning was one of persistent dissonance compounded by acute dissonance. However, within this study, seven interns experienced just such states:

- 5 interns (1 HOE, 1 MOE, and 3 LOE) were fully present to themselves and to the students as they transitioned into double-loop learning in very difficult circumstances.
- One MOE intern's reflection-in-action demonstrated his diminishing efficacy. He failed to develop mastery, being only partially present to the issues at hand and limited to a non-critically reflective, adaptive learning approach.
- LOE 146 was overwhelmed by negative thoughts and feelings. She was incapable of reflecting either non-critically or critically to improve her teaching practice, instead maintaining a non-reflective, non-learning approach and external locus of control.

The five interns who proved the most resilient (HOE 180, LOE 117, LOE 149, MOE 118, LOE 171) were those capable of being fully present and critically reflective in spite of the very difficult circumstances in which they taught. It appeared that amongst the majority of these interns, persistent dissonance dampened the astuteness of their reflection-in-action and acute dissonance prodded it back into action.

It must, however, also be noted that two of the interns in situations of persistent and then acute dissonance did in fact lose their passion for teaching. One LOE intern, although she appeared to have dealt with her greatest challenge through subjective and objective reframing, was on the brink of walking away from the profession, stating, "I should love it, but I don't!" The second LOE intern, who at no point within the interview indicated a capacity for learning, was also in a very precarious position in terms of her beliefs, teacher identity, and sense of mission. It is possible that internship contexts that are too problematic can break the belief, identity and sense of mission at the core of the intern teacher's meaning perspective. This situation raises a serious ethical issue: the "rights" of the intern teacher and the "responsibilities" of school and university supervisors to ensure an appropriate internship context and professional support.

No dissonance yet learning

In Table 8.7 it is noted that four interns did not experience dissonance yet demonstrated transformative learning (3 interns) and adaptive learning (1 intern). Why was this so as it was not predicted to be thus? These four interns engaged in pedagogical risk-taking: one HOE intern through implementing a Combined Outcomes Group (COGs) unit; two MOE interns by instigating the NA Literacy program; and one HOE intern in applying Special Needs Education professional learning. Instead of dissonance being a catalyst for learning, opportunities for autonomy and mastery provided the stimulus for single- or double-loop learning as the case may be.

No cognitive dissonance and non-learning

In contrast, one HOE intern was very comfortable in her internship context. HOE 141's presence and lack of dissonance appeared to contribute to normative and impressionistic, reflex-ive learning. Perhaps an agenda of getting "my ideal job ... in a private school" narrowed the intern's focus.

REFLECTION-ON-ACTION AND THEORY MAKING (LEARNING)

For twenty-two interns, reflection-in-action was followed by reflection-on-action. Together, reflection in and on action determined the nature of their learning. In the study it was found that interns who:

- were fully present to themselves and their students transitioned from single- to double-loop learning;
- were partially present (present to issues of content and process) transitioned into single-loop learning; and
- lacked presence and prioritised their own needs, exemplified a reflex-ive approach of non-reflection and non-learning.

Appendix 8.1 Tables a, b and c, draw together these insights and provides a point of reference for the unfolding discussions, which deepen our understanding of the nature of the interns' learning.

The nature of interns' transformative learning

Transformative learning was evidenced in interns' capacity for Premise (Cranton, 2006) and Core (Korthagen, 2004) reflection. Critical self-reflection, involving

subjective reframing and/or critical judgment and objective reframing of underlying value systems, was critical to the process. Premise reflection and its parallel, Core reflection (Korthagen, 2004), create “communicative and emancipatory” learning (Habermas, 1984 in Mezirow, 1997) for the intern teacher. The characteristics of the intern teachers who engaged in transformative approaches to learning are summarised in Appendix 8.1, Table a. The table provides a point of reference for the unfolding discussions on the nature of interns’ transformative learning.

The nature of the transformative learning of intern teachers who experienced persistent and acute dissonance, or simply acute dissonance, was characterised by non-critical reflection at the outer levels of the meaning perspective and served to address what Mezirow (2000b, p. 3) recognised as a defining condition of being human: “our urgent need to understand and order the meaning of our experience ... to avoid the threat of chaos”. By focusing upon points of view (PoV) at the outer level regarding environment, behaviours and competencies, the interns were able to bring under control the highly charged emotions surrounding the meaning perspective (see Figure 3.4). It appeared that these intern teachers were unable to transition into critical reflection until they had dealt with the immediate threat and regained some sense of control. The non-critical, single loop was the first step in the “development of a growth competence” (Korthagen, et al., 2001, p. 47); it appeared to prepare the way for transformative, mastery learning.

In contrast to the majority of interns who experienced dissonance, three interns achieved transformative learning through the challenge and autonomy of implementing their additional competency. Through their enriched teaching opportunities, these interns developed an astute awareness of the learning needs of the students; a capacity to objectively reframe the limitations of their mentor teachers in meeting those needs; an ability to reflect on their core beliefs about meeting the students learning needs; and/or the courage to use their knowledge and skills. Although the emotions were not as significant a factor in the transformative learning of these interns, compared with their peers who had experienced dissonance, double-loop learning (outer and inner levels of reflection) was still evidenced.

LOE 108 provides an example of critical reflection at the inner levels of the meaning perspective, and transformative learning:

“You’ve got to motivate your students ... have the highest expectations ... be the best teacher you can be. ... You have the highest impact on your students. ... I’m a role-model in the community”.

Here we see the outcome of the intern’s critical reflection in the form of:

- beliefs that are “inclusive, discriminating, open, reflective, and emotionally able to change” (Mezirow, 2003, p. 59);
- strengthened teacher identity and self-concept (Beijaard, et al., 2004); and
- a new vibrancy in her sense of mission or “calling” as a teacher (Hansen, 1995; Korthagen, 2004; Palmer, 1998, 2003).

Subjective and objective reframing

Transformative learning involves subjective and/or objective reframing. Interns’ critical self-reflection was characterised by “subjective reframing” (Mezirow, 1997) of habits of mind (HoM) and PoV which proved to be inadequate, “distorted or incomplete” (Mezirow, 1985a, p. 23), when put to the test. Interns’ reflective judgments, on the other hand, were evidenced in the critical analysis and “objective reframing” (Mezirow, 1997) of the beliefs or actions of teachers and/or executive staff in the internship setting.

Table 8.8: Interns by Dissonance, Subjective and Objective Reframing, Epochal and Incremental Transformative Learning

Dissonance	Subjective reframing: Epochal transformative learning	Objective then subjective reframing: Epochal then incremental transformative learning	Interns
Persistent dissonance	0	0	0
Acute dissonance	LOE 114 MOE 121 MOE 187 HOE 131 HOE 125 LOE 108 MOE 134	HOE 184	8
Persistent then acute dissonance	0	HOE 180 LOE 117 LOE 149 MOE 118 LOE 171	5
No dissonance	MOE 138	MOE 1101 HOE 151	3
Total interns	2 HOE interns	3 HOE interns	16

4 MOE interns	2 MOE interns
2 LOE interns	3 LOE interns

As can be seen in Table 8.8, of the 16 interns who engaged in transformative learning, eight interns critically self-reflected and subjectively reframed, and eight interns undertook reflective judgment and objectively reframed. A correlation was found to exist between acute dissonance, critical self-reflection, and interns' subjective reframing, and in contrast, persistent then acute dissonance and interns' objective, then subjective, reframing. Self-efficacy belief, however, did not appear to have an influence.

Table 8.8 also notes an anomaly: HOE 184, who experienced acute dissonance yet objective and subjective reframing. This result may be explained by the fact that although the intern held transformative beliefs regarding differentiating the curriculum, she was not given the autonomy to implement such an approach. Her HoM and PoV remained untested.

Epochal and incremental transformation

Mezirow (2000a) explains perspective transformation as either an epochal or incremental process. Although, as can be seen in Table 8.8, the perspective transformation of seven intern teachers was epochal, the response to a single disorienting dilemma and acute state of dissonance, purely incremental transformation was not found. By contrast, nine interns demonstrated a combination of epochal then cumulative perspective transformation: five in response to persistent and acute dissonance; one in response to acute dissonance; and two interns without dissonance.

Also notable in Table 8.8 is the important finding that no interns enduring a persistent state of dissonance, without the stimulus of a specific, acute instance of challenge and dissonance, transitioned to transformative learning.

The nature of interns' adaptive learning

Six intern teachers in this study engaged in single-loop, adaptive learning but did not transition into transformative learning. Since the process was not critically reflective, neither subjective nor objective reframing was evidenced. The adaptive approach, however, did appear to be epochal rather than cumulative; addressing an immediate

challenge in managing the teaching environment and student behaviour. The characteristics of interns engaged in the adaptive approach to learning are summarised in Appendix 8.1, Table b. The table provides a point of reference for the unfolding discussions on the nature of interns' adaptive learning.

Interns who took an adaptive approach to their learning had varied experiences of dissonance, however their reflection-in-action was characterised by partial presence, and their reflection-on-action had commonalities of non-critical Content and Process reflection (Cranton, 2006). "Technical and instrumental" learning (Habermas, 1984 in Mezirow, 1997) emerged as these interns focused purely on managing the environment and the learning and/or behaviours of students (see Figure 3.3). The Content reflection of these interns was found to be purely descriptive (What happened?); it formed a precursor to the more analytic process reflection (What were the strengths? What were the weaknesses?) which the interns had been taught in BEd coursework (see, for example, case study LOE 114).

All six adaptive interns dialogued with their mentor teachers and willingly "assimilated" (Piaget, 1952) and "accommodated" (Flavell, 1963) PoV presented to them to cope with the immediate challenge. In contrast to the suggestion of Hord (1992), none of the interns appeared to have adopted a new point of view through a top-down, power-coercion process.

In the time span of this study it was not possible to ascertain whether adaptive interns had "rationalised a new point of view without dealing with the deep feelings that accompanied the original meaning scheme" (Kitchenham, 2008, p. 113). However, the potential lay for "reified forms of thought that are no longer dependable" (Mezirow, 2000a, p. 27) to remain rather than to shift to "more open, better-justified and self-authored frame[s] of reference" (Cranton, 2006). This PoV may not have sat comfortably with the intern's values and beliefs at the core of their meaning perspective, nor equipped them for a similar challenge in a different context.

Pope and Denicolo (2001) raised concerns regarding the type of reflection that is in teacher education primarily focused upon "process". This was certainly evidenced amongst 22 out of 26 interns who either engaged in single-loop learning before transitioning into double-loop learning, or simply engaged in adaptive learning. This

finding is congruent with Korthagen's (2004, p. 80) thinking, that the external levels of environment and behaviour "seem to attract the most attention by student teachers", yet leads to a narrowing of available action tendencies. It was thought that restricting thinking to within the boundaries of the outer levels provides a potentially problematic framework for intern teachers since they run the risk of losing contact with the deeper, inner levels of beliefs, identity and sense of mission. This suggestion would only be confirmed, however, in a further longitudinal study.

Single-loop, non-critical reflection and the assimilation of PoV have a place in the development of teachers, since it is not always possible or necessary to engage in critical reflection when the PoV of others are "inclusive, discriminating, open, reflective, and emotionally able to change" (Mezirow, 2003, p. 59). However, there is cause for concern when non-critical reflection for the intern teacher means a shift towards less inclusive and positive values and beliefs within school cultures, and the development of a "more open, better-justified and self-authored frame of reference" (Cranton, 2006) is thwarted. For example, when MOE 178 was frustrated with an inability to understand more fully and effectively implement choice theory, he was vulnerable to assimilating the PoV of other experienced teachers whose approach may have been based on expediency, exhibiting less student-centred, evidence-based, compassionate practices.

The nature of interns' reflex-ive learning

Four intern teachers in this study were found to take reflex-ive approaches to their learning. Appendix 8.1, Table c provides a point of reference for the unfolding discussions on the nature of interns' reflex-ive learning.

When faced with significant challenge, the intern teachers who demonstrated reflex-ive approaches experienced varying degrees of dissonance from no dissonance, to persistent, to persistent and acute dissonance. These interns demonstrated limited presence, having a very narrow focus on themselves, their own behaviour and competencies, and the behaviours of others in relation to themselves. They were unable to engage in critical self-reflection and subjectively reframe, or make critical judgments and objectively reframe the beliefs and behaviours of others, or undertake non-critical reflection. These four interns maintained their HoM, PoV and meaning schemes in which they remained teacher- (self-) centred.

At the time of greatest challenge for these four interns neither non-critical reflection and single-loop, nor critical reflection and double-loop, learning was apparent. Although two interns appeared to demonstrate non-critical reflection by recounting the strategies they were for the challenges of meeting the needs of all students through Science (HOE 109) and teaching a nonsense word (HOE 141), it is questionable whether such description is reflection.

All four reflex-ive interns emerged with the same HoM and PoV as they held at the commencement of their most significant challenge. The fallback responses either emulated (impressionistic learning) what was modelled (HOE 109 and HOE 141), complied with the unrealistic expectations of the mentor teacher (MOE 134), or deflected responsibility (LOE 146), thereby demonstrating an external locus of control.

Reflection-on-action: The place of dialogue in different approaches to learning

In Chapter 3 the value placed on reflection, reflective discourse, and “safe relationships” (Brookfield, 1994; Schön, 1987; Taylor, 1997, 2000, 2007, 2008) in the process of transformative learning, is reinforced. Mezirow considered discourse involving the “assessment of beliefs, feelings and values” (2003, p. 59) to be central to transformative learning and this was certainly the case for 20 interns (see Table 8.9).

Contrary to the literature regarding reflective discourse and learning, this study has also found that five of the 16 intern teachers (Table 8.9) who demonstrated transformative learning chose not to dialogue with others to resolve a significant challenge. These interns undertook self-dialogue (Table 8.9). There is no apparent pattern here but clearly self-talk is an important form of dialogue: 19 of the 26 interns used self-talk (including 12 of the 16 who exhibited transformative learning). However, what was found to be counter to the literature (Mezirow, 2003) was that five interns engaged in self-talk alone when engaging in transformative learning.

Table 8.9: Interns by dialogue and Approach to Learning

Dialogue	Transformative	Adaptive	Reflex-ive	Total
Self	5	0	1	6
Self, mentor teacher & Principal	4	2	0	6
Self & mentor teacher	0	1	2	3
Self, mentor teacher & experienced teacher	1	1	0	2
Mentor teacher, Principal & peer	1	0	0	1
Mentor teacher, Deputy Principal & Mum	1	0	0	1
Self, friend, peer	0	0	1	1
Self, mentor teacher, teachers & peer	0	1	0	1
Self, mentor teacher & Mum	0	1	0	1
Self, casual teacher & Mum	1	0	0	1
Self, partner, peer	1	0	0	1
Casual teacher & Principal	1	0	0	1
New graduate teacher, mentor teacher	1	0	0	0
Total interns	16	6	4	26

Dialogue and transformative learning

There are a number of notable observations that can be made regarding the place of dialogue in the intern teachers' transformative learning. The first finding provides new knowledge to the body of literature on critical reflection and transformative learning. Of the 16 interns who took a transformative approach to their learning, five (30%) tackled their greatest internship challenge through an inner dialogue of critical self-reflection, choosing not to engage with others until they made meaning of the situation for themselves and had implemented the strategies they had decided upon. This approach was found amongst two younger interns (HOE 151, HOE 184) and three mature-age interns (HOE 180, MOE 121 and MOE 187).

The remaining eleven transformative learning interns engaged in dialogue with a wider range of people than their adaptive or reflex-ive learning peers:

- Four of 16 interns engaged in self, mentor teacher and Principal dialogue.
- Seven of 16 interns involved their mentor teacher, experienced teaching staff (one intern) and/or the school executive (Deputy Principal, one intern or Principal, one intern).
- Three of 16 chose to critically reflect in an inner dialogue and with casual teachers, a partner or peer, rather than the mentor teacher.

These findings are supported by the literature on the social construction of meaning making (Brookfield, 1990, 1995, 2000b; Cranton, 1994, 2006; Mezirow, 2003; Schön, 1987; Taylor, 2003; Taylor, 2008).

Dialogue and adaptive learning

All six interns demonstrating an adaptive approach to learning engaged in non-critical reflection with their mentor teacher and Principal (3 interns), other teachers (2 interns), mother (one intern) and/or peers (one intern) (Table 8.9). Interns who took an adaptive approach to learning appeared to reflect with a smaller range of individuals than their transformative learning peers and were content with doing so to resolve the immediate threat through technical and instrumental learning.

Dialogue and reflex-ive learning

The four interns who were reflex-ive in their approach to learning dialogued with a more limited range of people than either their transformative or adaptive peers (Table 8.9). Two HOE interns engaged in discourse with their mentor teachers and the other (MOE) intern dialogued with friends and peers, whilst the LOE intern only engaged in an inner dialogue. Without the encouragement and opportunity to engage with others to make meaning, along with the other circumstances outlined above, persistent and acute dissonance apparently stymied the ability of these interns to reach out and dialogue in a meaningful way and hence diminished their opportunities for learning.

The lack of reflective dialogue for LOE 146 placed her at risk of failing the internship and failing to develop the necessary professional and intra-personal prowess necessary as a graduate teacher transitioning into the profession. Without the support

to engage in single- or double- loop learning, the reflex-ive interns were in danger of holding fast to already entrenched HoM, PoV and schema. There was evidence they “turned to tradition, thoughtlessly seized explanations of authority figures, or resorted to psychological mechanisms of projection and rationalisation” (Mezirow, 2000b, p. 3).

It is of great concern to teacher educators if even the smallest percentage of intern teachers is reflex-ive, especially to the extent of LOE 146. In lacking “dialogue about teaching” (Cranton, 2006, p. 191) and appropriate support, this intern was unable to maintain a “good sense of self during a time that [she] may be making unsettling changes in the way [she sees herself]” (Cranton, 2006, p. 66). Not only do educators need to be especially aware of intern teacher’s needs for “supportive and challenging feedback during transformative learning experiences” (Cranton, 2006, p. 66), it is essential to the reflex-ive learner who is yet to begin on the journey to non-critical then critical reflection and double-loop learning. As this study has found, testing and transforming PoV and HoM within meaning perspectives is significantly affected by autonomy, and the quality of dialogue with others and self.

Generosity, mastery and interns’ varied approaches to learning

Significant relationships were found amongst the qualities of interns’ reflections and their capacity to overcome adversity (generosity) (Brendtro, et al., 2002) and to achieve mastery learning (Brendtro, et al., 2002). These relationships are identified in Table 8.10.

Table 8.10: Interns by Generosity and Mastery and Approach to learning

	Transformative /16 interns	Adaptive /6 interns	Reflex-ive /4 interns
Generosity	15	5	0
Mastery	15	4	0

The transformative approach to learning was found to liberate all but one intern teacher from previously held HoM “that were no longer dependable” (Mezirow, 2000a, p. 27). MOE 121 was the exception. Although she had undertaken a Science Education Honours thesis and taught Science successfully to younger students, she transformed student-centred and humanistic beliefs and behaviours about teaching

Science into less open and discriminating HoM and PoV when she assumed a teacher-centred approach. This transformation was in contrast to the majority (15 out of 16) of transformative interns who developed generosity and mastery.

The example of intern LOE 149 illustrates the finding that critical reflection is the means by which interns develop generosity and mastery at the core of the meaning perspective. LOE 149 engaged in double-loop learning. She initially reflected at the outer levels of the meaning perspective (see Figure 3.2) on the competencies and behaviours of other teachers whose authoritarian approach did not fit with her own core beliefs and schema (objectively reframe):

Getting on your high horse and disciplining the child heavily ... is a big mistake. ... I see so many kids on detention and I think if someone just tried to talk to them ... about appropriate behaviour, I think there'd be a lot less problems. Automatically putting a child on detention [doesn't] teach them anything ... it's punishing them for skills that perhaps they don't actually have.

LOE 149 then critically reflected upon her beliefs (premises) at the core of her meaning perspective (see Figure 3.2). In doing so she was also able to individuate (Dirkx, 2000) herself from the collective points of view of the other teachers (subjectively reframe):

It was more effective to sit for twenty minutes and discuss why swearing at the teacher is inappropriate. ... I got him to realise ... that regardless of how he talks or acts at home, at school we have rules and it's not appropriate.

As can be seen in this sequence of thoughts and actions, this low-efficacy intern, through double-loop learning, demonstrated core qualities of generosity: open-mindedness, responsibility and wholeheartedness (Dewey, 1933). In doing so, the intern expressed her genuine self as her behaviours became congruent with her words (Brookfield, 1990; Ray & Anderson, 2000):

I need to be understanding and compassionate ... caring equally about developing the children socially as much as academically. ... I think too much emphasis is placed on the academic because in ten ... years the academic is really not going to matter [as] much as ... the social side. ... I think it's important not to let what kids say get to you. ... You can't excuse it ... but when you learn something about their home life, it really makes you think 'Oh my goodness!'

Through this transformative approach to learning, the intern achieved mastery, restored her teacher identity and integrity and the authenticity of her students (Jarvis, 1992):

I'm quite assertive ... don't put up with a lot of nonsense ... and try to get through to kids, and to understand, by developing relationships.

This case study exemplifies the findings that critical reflection and transformative learning are central to resolving anxiety and the threat of chaos, for they are the tools by which the intern teacher transforms problematic HoM and PoV into more “inclusive, discriminating, open, reflective, and emotionally able to change” (Mezirow, 2003, p. 59) meaning perspectives. The capacity for transformative learning equips the intern not simply for survival, nor simply to learn and to grow intra-personally and professionally, but to do so with compassion, other-centredness and resilience.

Conclusions

The chapter thus far has synthesised findings, which specifically address the first research sub-question:

- i. What do the reflective practices of intern teachers reveal about the nature of their learning?*

The reflective practices of the 4th year BEd intern teachers revealed nine key factors determining the nature of their learning:

1. Gender and age appeared to have a bearing on the nature of intern teachers' learning. Amongst the 26 BEd interns, a similar proportion of males and females were found to be transformative. All mature-age females were transformative. In contrast, a greater proportion of younger males were transformative than their mature-age male peers. (This finding may, however, be explained by the limited sample size). Reflex-ive approaches to learning were only evidenced amongst younger female interns.
2. Twenty of the 26 interns entered the BEd directly from secondary schooling: 15 interns through the non-academic pathway of the Principal's Recommendation (PR) Scheme, and five interns through the University Admission Index (an academic pathway). Of the 16 transformative learners, half (eight interns) were PR scheme entrants, five interns were mature age, and three interns gained academic (UAI) entry. Of the six adaptive interns, five were PR Scheme entrants and one intern was a mature-age entrant. In terms of

reflex-ive approaches to learning, two interns were UAI, and two interns were PR Scheme, enrolments.

Similar but smaller percentages of PR Scheme (55%) and UAI (60%) entry interns were transformative, compared with their mature-age colleagues (85%), while the majority of adaptive interns (5 of 6) were PR scheme entrants, with only one being mature age. Equal numbers of PR scheme and UAI entry interns (two interns) were reflex-ive.

3. The learning of interns was advantaged by the autonomy to implement a competency acquired in addition to the BEd coursework. For example:
 - a specialisation such as Physical Education (PE) within the degree;
 - a specifically focused exchange program and membership of an associated professional organisation (the Special Education exchange to the United States and membership of the Council for Exceptional Children by one intern);
 - professional development, such as the National Accelerated Literacy Program undertaken with teaching staff in practicum schools, prior to and during the Internship; or
 - a BEd Honours research program undertaken as an alternative pathway through the degree.

Also noteworthy was the empowerment another intern experienced in using her Higher School Certificate (HSC) Dance education, and another intern, his Cricket Coaching qualification.

Half the interns who demonstrated transformative learning had been granted the autonomy to use their additional competency. Of this group, 75% encountered their “most challenging experience” whilst using their additional competency. In comparison, of the three interns who did not implement their additional competency, adaptive and reflex-ive approaches to learning were evidenced. Having an additional competency and the autonomy to implement it provided a catalyst for greater risk-taking, challenge, presence and transformative learning.

Another benefit of an additional competency area to intern teacher learning was found when interns were given the opportunity to acquire an additional competency by attending professional development with their mentor teacher. Significant gains in learning were made; both parties demonstrated transformative learning. For example, two interns and their mentor teachers attended National Accelerated Literacy professional development together. The intern teachers were then given the autonomy to implement the program with the support and involvement of the mentor teacher. It was a particularly effective approach since both intern and mentor were learning together, rather than there being a knowledge/experience power differential often associated with a sense of threat.

4. External factors of internship school context and support (considered synonymous with a strong sense of belonging) were also found to shape intern teachers' learning. Since a sense of belonging is known to be a fundamental psychological need akin to safety (Glasser, 1986, 1998; Maslow, 1943), it was important to determine interns' perceptions and to understand the impact upon the nature of their learning. Findings in this study confirmed that not all internship classrooms and/or schools were ideal environments for interns' teaching and learning, nor were all relationships as supportive as the Internship Handbook (pages 14–16) prescribes. Among the 26 interns in this study, 16 interns were in problematic contexts: 11 interns due to the learning and behavioural needs of the students and five interns because of less than supportive relationships with mentor teachers and/or staff.
5. To a large extent it appeared that the majority of interns could undertake transformative approaches to learning regardless of context and support. For example, of the 16 interns who engaged in critical reflection and double-loop transformative learning: eight interns were in problematic contexts, with high levels of support; five interns were in non-problematic, high-support settings; and three interns achieved transformative learning in spite of being in highly problematic contexts with little support. However when it came to non-critical reflection and adaptive learning, five of the six interns were in non-problematic, high-support environments. Non-reflective, reflex-ive approaches

to learning were found in environments that were problem-free and highly supportive, or at the other extreme, highly problematic and without due respect for the ethical rights of the intern.

Although context and support shaped transformative, adaptive and reflex-ive approaches in different ways, intern teacher autonomy was absolutely fundamental to intern teachers' realisation of transformative and adaptive learning. In stark contrast, interns who demonstrated reflex-ive approaches to learning neither sought, nor were afforded, autonomy as outlined in the Internship Handbook (2008). As a result, their learning was stymied.

6. The “most challenging experience” to the prior Learning of three quarters of the intern teachers occurred in their HoM and PoV regarding classroom and behaviour management (Element 5, NSW IT, 2005) and knowing students and how they learn (Element 2, NSW IT, 2005). These Elements also proved the most significant catalyst for transformative and adaptive learning. It is reasonable to assume that since the participants were representative of their cohort, that such challenges were common amongst BEd intern teachers, and had considerable effect in shaping their learning. Interestingly, none of the interns who were reflex-ive focused upon Element 5, classroom and behaviour management. Instead, two were concerned with Element 2, knowing their students, and the remaining two, with their own concerns of professional rights.
7. Intern teachers' experiences of dissonance and presence also had an impact on their learning. The emotions, and the relationship between emotions and meaning perspectives, played significant roles in intern teacher learning for 80% of interns. Acute dissonance was characterised by high levels of emotion yet proved the most effective catalyst for epochal transformative (14 interns) and adaptive (six interns) learning (degree of presence differentiating the two groups). For the majority of interns who experienced a combination of persistent and acute dissonance, incremental transformation occurred. Persistent dissonance (emotional fatigue) without the stimulus of an acute state diminished presence, and transformative learning did not eventuate. For interns who did not experience dissonance, an additional competence

heightened awareness and presence, and informed transformative (three interns) and adaptive (one intern) intern learning. However a lack of or too much dissonance, combined with a lack of autonomy, proved an unfruitful combination for two reflex-ive interns.

8. Degree of presence not dissonance determined the quality of interns' reflection-on-action. Interns fully present (to themselves, the students, and the environment) (16 interns) engaged in critical reflection and double-loop transformative learning. Interns partially present (to themselves, but less to students) (six interns) undertook non-critical reflection and single-loop adaptive learning. In contrast, interns with limited presence (to themselves, and how others perceived them) (four interns) demonstrated non-reflective reflex-ive (non) learning.

Transformative, adaptive and reflex-ive approaches to learning were differentiated by characteristics within intern teachers' reflection-on-action. Critical reflection, described by Cranton (2006) as Premise and by Korthagen (2004) as Core, reflection generated transformative learning, which Habermas (1984) described as "communicative and emancipatory". Interns who self-critically reflected subjectively reframed and those who made critical judgements, objectively reframed. For the majority of interns the catalyst for subjective reframing was dissonance. In these situations, the intern teachers engaged in a double-loop process: the first loop addressing issues at the outer levels of the meaning perspective so as to manage the environment and behaviours, and rein in the threat of chaos and the emotions. Interns then transitioned to the second loop of reflection at the core of the meaning perspective, in which they developed more inclusive discriminating, open, flexible HoM, and in all but one case enriched their teacher identity, and restored their passion for teaching. In contrast, three interns who did not experience dissonance objectively reframed, having benefited from the autonomy to implement an additional competence and develop astute awareness and presence.

9. Dialogue was an important factor in meaning making for the majority of interns (19 of 26). Two thirds (11 of 16) of interns who engaged in

transformative approaches to learning, and all six interns who demonstrated adaptive approaches, engaged in a dialogue of non-critical reflection (focused at the outer levels of the meaning perspective upon environment, behaviour and competencies) with their mentor and/or more experienced others. The remaining third (five interns), however, did not socially construct their transformative learning with the mentor teacher, Principal, or other teaching staff. These interns engaged in an inner dialogue throughout the double loop of transformative learning. It was not until they had acted upon their beliefs that they shared their experience with a significant other (peer, casual teacher, or their own parent). These interns drew upon their additional competency area or employed strategies of positive psychology (Seligman, 2002; Seligman, Steen, Park, & Peterson, 2005) such as drawing on a previous experience in which their actions aligned with their core beliefs (see case study HOE 180 in which the intern achieves authenticity).

Amongst interns demonstrating reflex-ive approaches, dialogue was used less effectively. Half the interns engaged in a dialogue focused upon gauging how well they were measuring up to the expectations of the mentor teacher and/or the gestalt of a childhood teacher. The remaining interns appeared not to reflect with their mentor teachers (nor more experienced others in the Internship school), instead repeatedly describing perceived injustices. Their rights to autonomy and respect appeared to lock the interns into a self-centred cycle.

RELATIONSHIPS FOUND BETWEEN SELF-EFFICACY, REFLECTION, AND DEPTH OF LEARNING

A number of relationships were found amongst the self-efficacy of interns, the type of reflection they engaged in, and the varying depths of learning, which they demonstrated (see Table 8.11). These relationships will now be integrated to address the second research sub-question:

- ii. What relationships exist between intern teachers' self-efficacy, reflection and depth of learning?*

Table 8.11 draws together intern teachers' efficacy, reflection and depth of learning. Interns across the three efficacy groupings engaged in each of the three approaches to learning.

The relationships found between intern teacher efficacy, reflection and transformative learning are now synthesised, followed by those of adaptive and reflex-ive approaches to learning.

Table 8.11: Interns by Efficacy (H, M & L), Reflection and Depth of Learning

Reflection & Depth of learning	HOE Interns	MOE Interns	LOE Interns
<i>Transformative approach to learning</i>	HOE 184	MOE 121	LOE 114
Autonomy	F/21 years	F/26 years	F/21 years
Reflection-in-action (full presence)			
Reflection-on-action (double-loop learning)	HOE 151	MOE 1101	LOE 117
	F/23 years	F/32 years	F/21 years
	HOE 180	MOE 187	LOE 149
	F/31 years	M/26 years	F/21 years
	HOE 131	MOE 118	LOE 171
	M/22 years	F/21 years	F/21 years
	HOE 125	MOE 134	LOE 108
	F/21 years	M/21 years	F/21 years
		MOE 138	
		M/21 years	
<i>Adaptive approach to learning</i>	HOE 124	MOE 110	LOE 102
Autonomy	M/22 years	F/21 years	M/26 years
Reflection-in-action (partial presence)			
Reflection-on-action (non-critical reflection & single-loop learning)		MOE 178	LOE 132
		M/23 years	F/21 years
		MOE 120	
		F/21 years	
<i>Reflex-ive approach to learning</i>	HOE 109	MOE 133	LOE 146
Lack of autonomy	F/22 years	F/21 years	F/21 years
Reflection-in-action (limited presence)	HOE 141		
Reflection-on-action (non-reflection & non-learning)	F/23 years		
Total interns	8 interns	10 interns	8 interns

EFFICACY, REFLECTION AND TRANSFORMATIVE APPROACHES TO LEARNING

As has already been established, irrespective of context, support, belonging, challenge and dissonance, 16 interns from all three overall efficacy groups demonstrated

transformative approaches to their learning (Table 8.11): five of eight HOE interns; six of ten MOE interns; and five of eight LOE interns.

Amongst these sixteen transformative intern teachers, thirteen experienced varying degrees of dissonance and three did not. In the face of significant challenge, dissonance diminished self-efficacy; lack of dissonance meant the maintenance of self-efficacy.

It was therefore established that neither high nor sustained self-efficacy was essential to the commencement of the double-loop, transformative learning process. The reason for this is not clear. However, it is now well understood that the first loop (single-loop, adaptive learning) in double-loop, transformative learning serves to bring highly charged emotions surrounding meaning perspectives under control and thereby restore to the intern some degree of self-efficacy for managing the challenge.

More fundamental to transformative learning than high efficacy was the capacity of full “presence” (Rodgers & Raider-Roth, 2006). Transformative interns demonstrated within their reflection-in-action the ability to bring “one’s whole self to full attention so as to perceive what is happening in the moment” (Rodgers & Raider-Roth, 2006, p. 271). These intern teachers were both “present to the student” (Noddings, 2003, p. 180) and “present to oneself” (Rodgers & Raider-Roth, 2006, p. 271). Presence deepened individuals’ self-awareness, and informed their transition from non-critical reflection at the outer levels to critical reflection at the inner levels of their meaning perspectives.

Transformative learning: Efficacy and authenticity

To recap, critical reflection, central to transformative learning (Mezirow, 2000b), enabled inner and outer “levels of change” (Korthagen, 2004, p. 79) within intern teachers’ meaning perspectives. The process enhanced interns’ “authenticity” (Cranton, 2001; Cranton & Carusetta, 2004) by strengthening the “symbiotic relationship” (Korthagen & Vasalos, 2005) between words and actions (Brookfield, 1990; Cranton, 2006; Ray & Anderson, 2000).

Cranton and Carusetta (2004) explain the process of developing authenticity as developing one’s personal style, developing genuine relationships, and questioning what is right in terms of the literature. The first two characteristics were found

amongst 15 of the 16 intern teachers who engaged in transformative learning. For example, greater self-awareness (Mezirow, 2000b); an integration of the “sense of self” and the “teacher self” (Freire, 1972; Heidegger, 1962; Jarvis, 1992); “individuation” (Dirkx, 2000); and engagement in genuine dialogue (Freire, 1972), that fostered the growth and development of their students and themselves (Jarvis, 1992, p. 113). However the capacity to benchmark one’s beliefs and actions against evidenced-based research and literature was extremely limited, with only three interns (HOE 151, MOE 1101 and MOE 178) making reflecting in terms of the literature (theory) encountered in their degree.

The one exception to the full realisation of developing a personal style and genuine relationships through transformative learning was MOE 121 with the Science Honours additional competency. As discussed in her case study, MOE 121’s critical reflection resulted in HoM and PoV that were less “inclusive, discriminating, open, reflective, and emotionally able to change” (Mezirow, 2003, p. 59).

NEW KNOWLEDGE REGARDING THE DEVELOPMENT OF EFFICACY

As has been argued in Chapter 3, self-efficacy beliefs are established through mastery, vicarious experiences, verbal and social persuasion, and psychological and emotional states (Pajares, 1997). The findings of cross-case analysis in this study are congruent with these claims. However also synthesised is new knowledge, suggesting that self-efficacy is also developed through “authenticity” (Cranton, 2001; Cranton & Carusetta, 2004). It was found that intern teachers capable of strengthening the “symbiotic relationship” (Korthagen & Vasalos, 2005) between their words and actions (Brookfield, 1990; Cranton, 2006; Ray & Anderson, 2000) and through core reflection (Korthagen & Vasalos, 2005) restored and/or bolstered their efficacy.

Authenticity is far more than mastery learning; a certain degree of mastery can be achieved through non-critical reflection, the assimilation of PoV and adaptive learning, without any recourse to core beliefs that underpin the transformation of HoM and PoV within meaning perspectives. A direct correlation was found between interns’ authenticity, the achievement of mastery and generosity, and the enhancement of their self-efficacy belief.

EFFICACY, REFLECTION AND ADAPTIVE APPROACHES TO LEARNING

Like their transformative learning peers, other interns showed diverse relationships between their efficacy status and their adaptive approaches to learning (Table 8.11), with non-critical reflection demonstrated by one out of eight HOE interns, three of ten MOE interns, and two of eight LOE interns.

Of the cohort of interns demonstrating non-critical reflection, five of the six interns experienced varying degrees of dissonance. When dealing with their most challenging experience, these interns demonstrated partial “presence” (Rodgers & Raider-Roth, 2006). In the face of dissonance and the heightening of emotions surrounding the meaning perspective these interns focused within their reflection-in-action upon the immediate imperative of managing the environment and the learning and/or behaviour needs of the students. Their subsequent reflection-on-action also remained focused upon the outer levels of their meaning perspectives (see Figure 3.3).

Adaptive learning: Efficacy and authenticity

The reflection-on-action of these six intern teachers was characterised by dialogue with their mentor teachers (and either the Principal, other teachers or a parent) in which they assimilated PoV concerning strategies to make meaning of their situations. For example, these adaptive interns assimilated the strategies of their mentor teachers when: teaching a COGs unit; engaging special needs and ESL students; resolving incidences of student aggression; and attempting to motivate a disengaged student (see Appendix 8.1). The reflective dialogue, however, did not support these interns to transition from single-loop to double-loop learning, a process central to transformative learning (Mezirow, 2000b).

Illeris (2003) likened non-critical reflection to Piaget’s (1952) and Flavell’s (1963) conceptualisations of “cumulative” learning. Assimilating PoV means a shift towards the values and expectations of others in the school context. Although it was clear that intern teachers’ efficacy was restored in the short term, it is unclear if interns’ efficacy would transfer to further significant challenge, since these interns did not have the benefit of core reflection and the development of “more open, better-justified and self-authored frames of reference” (Cranton, 2006).

Without the benefit of critical reflection these adaptive intern teachers are at risk of failing to more fully develop their own personal style through increasing self-awareness (Mezirow, 2000b), integrating the “sense of self” and the “teacher self” (Freire, 1972; Heidegger, 1962; Jarvis, 1992), and “individuating” (Dirkx, 2000) themselves from more experienced others. They also run the risk of failing to develop genuine dialogue and relationships (Freire, 1972) within the school context, because of the propensity to seek solutions outside the genuine self. Moreover, without a critical capacity any move towards authenticity is restricted. All these factors suggest that the relationship between efficacy, reflection and depth of learning amongst adaptive interns is less constructive in terms of enhancing intern teacher authenticity than that of their transformative peers.

EFFICACY, REFLECTION AND REFLEX-IVE APPROACHES TO LEARNING

Four interns across the range of efficacy rankings demonstrated reflex-ive approaches to learning (Table 8.11): two out of eight HOE interns; one out of ten MOE interns, and one out of eight LOE interns.

Although Pajares (1996b, p. 552) supports the view that high-efficacy individuals “use more cognitive and meta-cognitive strategies and persist longer than those who do not”, efficacy beliefs also influence an individual’s thought patterns and emotional reactions. People with low self-efficacy may believe that things are tougher than they really are.

Three of the four reflex-ive interns experienced dissonance and diminished self-efficacy beliefs. The reflection-in-action of all four interns at the point of their most significant challenge was characterised by a lack being “present to the student” (Noddings, 2003, p. 180). However, they were all very much present to themselves (Rodgers & Raider-Roth, 2006, p. 271) and prioritised their own performance and/or needs above those of the students.

Reflex-ive learning: Efficacy and authenticity

A lack of presence among these interns was followed by a lack of reflection-on-action; described as non-reflection in the LEARNt theory framework. Mezirow (2000b, p. 3) warns that a failure to critically reflect leads individuals to “turn to

tradition, thoughtlessly seize explanations by authority figures, or resort to various psychological mechanisms, such as projection and rationalisation”.

If we look to the literature there are a number of identifiable explanations for the reflex-ive approach of non-reflection and non-learning of these four intern teachers. Two HOE interns, HOE 109 and HOE 141, were intent on “learning to enhance [their] impression on others” (Mezirow, 1997, p. 6). For HOE 141, lack of autonomy and dissonance meant there was no need for transformative change and her efficacy remained high. HOE 109 accepted “any uncritically assimilated explanation” (Mezirow, 1997, p. 5) and emulated “an authority figure” (Mezirow, 2003, p. 60); her efficacy only strengthened at times when she was acknowledged for her emulative capacities.

Two interns, MOE 133 and LOE 146, were caught in power-coercion struggles (Hord, 1992), attempting to meet the inappropriate expectations of their mentor teachers who acted with a “normative sense of entitlement” (Mezirow, 1997, p. 6) rather than assuring them the autonomy and support to which the intern teachers were entitled. Both interns considered themselves to be under significant threat and demonstrated growth-inhibiting responses to protect themselves (Merriam, et al., 1996). The efficacy of these interns continued to diminish under such conditions and without the capacity of the interns to reflect either non-critically or critically.

In “relying on past forms of action or previously established distinctions and categories” (Langer, 1997, p. 4), these reflex-ive interns made either conscious or unconscious decisions based upon assimilated HoM and PoV regarding acceptable relationships and behaviours in school contexts. The inability to engage in core reflection (Korthagen, 2004) and to have an impact on “levels of change” (Korthagen, 2004, p. 79) at either the inner or outer layers of their meaning perspectives inhibited their growth towards authenticity. The authenticity of these interns was jeopardised since they were:

- less self-aware (Mezirow, 2000b) and therefore less well equipped to integrate the “sense of self” and the “teacher self” (Freire, 1972; Heidegger, 1962; Jarvis, 1992);

- less able to access their core beliefs, let alone have these beliefs inform their actions (Brookfield, 1990; Cranton, 2006; Ray & Anderson, 2000); and
- less willing or able to “individuate” (Dirkx, 2000) themselves from the beliefs and culture of the internship environment.

Without the capacity to either non-critically or critically reflect, the reflex-ive interns were unable to develop their own style (Cranton & Carusetta, 2004) and engage in collegial rather than hierarchical relationships. Cranton and King (2003, p. 32) warned of the danger of limited approaches to learning: “If we do not consciously ... reflect on our practice, we become nothing more than automatons following a dubious set of principles ... that are unlikely to be relevant in the ever-changing, complex context of teaching and learning”.

CONCLUSIONS

This sub-section of the chapter has specifically addressed the second research sub-question:

- ii. *What relationships exist between intern teachers’ self-efficacy, reflection and depth of learning?*

These are the findings:

1. Efficacy ranking was not congruous with a specific type of reflection and depth of learning. HOE interns were found to engage in transformative (five interns), adaptive (one intern) and reflex-ive (two interns) learning; MOE interns demonstrated transformative (six interns), adaptive (three interns) and reflex-ive (one intern) learning; and LOE interns displayed transformative (five interns), adaptive (two interns) and reflex-ive (one intern) learning. Autonomy and interns’ meta-cognitive capacities were more significant than efficacy in factors shaping reflection and learning.
2. Rather than efficacy shaping reflection and learning, a contrasting relationship was found: intern teacher reflection and depth of learning shaped their context- and task-specific self-efficacy belief and general sense of efficacy. More specifically, amongst 15 of 16 transformative interns, critical self-reflection (subjective reframing) and/or critical judgment (objective reframing) enabled the transformation of HoM and PoV within meaning perspectives.

Premise and Core reflection enabled “more open, better-justified and self-authored frame[s] of reference” (Cranton, 2006), mastery, generosity (the capacity to overcome adversity) and thereby, greater congruence (Korthagen & Vasalos, 2005) between beliefs and actions (authenticity). The attainment of authenticity restored and/or strengthened the self-efficacy belief of all but one of the interns who engaged in transformative learning. LOE 117 was the exception: the extremely problematic classroom and less than adequate support led to the erosion of efficacy belief, teacher identity and sense of mission.

3. Non-critical reflection and adaptive approaches to learning also had positive, but perhaps less lasting, effects upon the context- and task-specific self-efficacy beliefs of six intern teachers. By engaging in a dialogue of non-critical reflection at the outer levels of meaning perspectives, these interns assimilated the PoV of their mentor teachers to address specific classroom and/or behaviour management issues. Although self-efficacy belief was raised, without critical reflection upon core beliefs at the inner levels of interns’ meaning perspectives, the HoM of these interns remained unchanged. With a focus limited to Content and Process reflection, technical and instrumental rather than mastery learning resulted. Without critical reflection, the furthering of a symbiotic relationship between beliefs and actions (authenticity) is stifled.

This study was a snapshot and a longer-term view was not taken. However, it is thought that when PoV are assimilated, cumulative learning occurs. This learning may not be transferrable to a different context, in which case self-efficacy would likely be quickly diminished.

Varied relationships were also found between the efficacy, reflection and depth of learning of the four interns who engaged in reflex-ive learning. Two high overall efficacy (HOE 109 and HOE 141) interns lacked the capacity to reflect in a way that individuated their HoM and/or PoV from their mentor teachers. Rather than non-critical or critical reflection and mastery, verbal reassurances affirmed their efficacy. In contrast, the two remaining interns (MOE 133 and LOE 146) had their efficacy further diminished by a lack of verbal reassurance and capacity to reflect and effect change at either the outer or the inner levels of their meaning perspectives, hence a

persistent state of dissonance. All four reflex-ive interns maintained HoM, PoV and meaning schemes, and existing states of efficacy. Whereas critical reflection moves the individual towards authenticity, the reflex-ive approach maintains and perhaps strengthens divergence between beliefs and actions, thereby creating discord and diminishing authenticity.

In summing up the relationship between intern teacher efficacy, reflection and depth of learning: reflection and depth of learning have a direct impact on learning, but the opposite (that efficacy determines reflection and depth of learning) has not been found. Having clarified and synthesised the findings regarding the relationship between the intern teachers' efficacy, reflection and depth of learning, I now turn attention to understanding the effectiveness of the New South Wales Institute of teachers (2005) Professional Teaching Standards in capturing what we now know of nature of BEd intern teachers' learning.

LEARNT THEORY FRAMEWORK: 2009 TO 2012

Used as an a priori template in this study, LEARNt theory (Figure 8.1 below) has in large part been confirmed as a constructive and informative framework for understanding three distinct approaches to learning, in particular, Bachelor of Education intern teachers' learning.

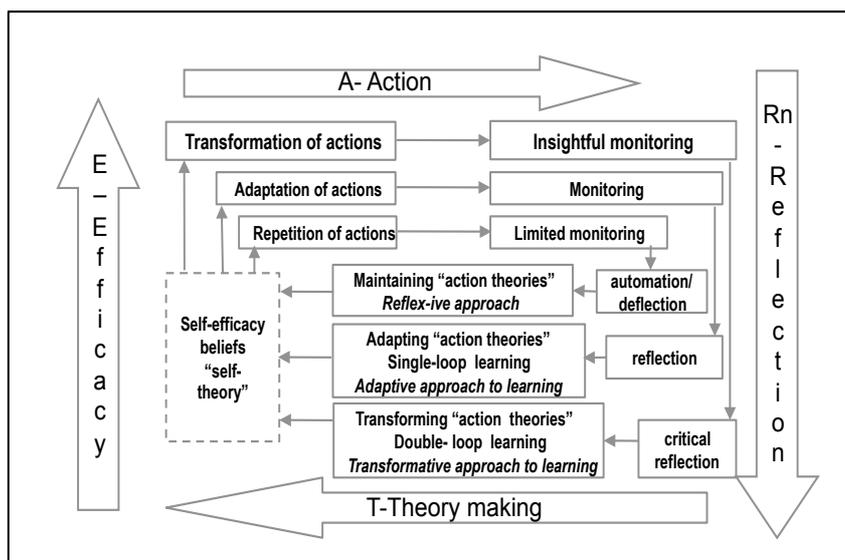


Figure 8.1: LEARNt theoretical framework (Jones, 2009)

Knowledge about The LEARNt theoretical framework has been enriched through its implementation as an a priori template for the detailed analysis and discussion process. Factors congruent with, and divergent from, the framework informed a deeper understanding of the relationship between interns' efficacy, reflection and depth of learning and thus inform the 2012 iteration of the framework. The following sub-sections present the findings, which were congruent with LEARNt 2009, followed by findings that diverged from the original framework.

CONCEPTS CONGRUENT WITH 2009 LEARNt THEORETICAL FRAMEWORK

Key concepts of Efficacy, Action, Reflection (in and on action) and Theory making (learning) remain central to the framework but understanding of them has evolved in response to the synthesis of new knowledge and deeper engagement with the literature, in this study. Table 8.11 draws together the five key concepts from the 2009 LEARNt theory framework with the 2012 descriptions that indicate some changes in thinking regarding the five key concepts.

Efficacy

Efficacy (see Table 8.12) remains a key factor in the cycle of learning portrayed in the LEARNt theory framework. However, the term "Efficacy belief" is now used as it captures the concept of an individual's general sense of efficacy (as determined in this study by Questionnaires). The term "self theory" was coined as an attempt to capture theories (schema) individual's held about themselves, however, within LEARNt theory the focus is more centrally upon "efficacy" rather than a broader concepts of "self theory", and therefore the latter term has been removed. Descriptions of Efficacy as High, Medium and Low remain, since it was found in both the Efficacy scales and in case study analysis that individuals are variously positioned along a spectrum from high to low efficacy. (Context and task specific self-efficacy belief is now integrated further into the cycle as noted below.)

Action

Action is common to both iterations of the Theory (as noted in Table 8.12). However, the focus has changed from "Transformation"; "Adaptation"; or "Repetition of Actions" to "Action" informed by:" "transformed HoM"; "assimilated PoV"; or, "maintained HoM and PoV". The reason for the changes in focus is to capture more

accurately actions as being informed by particular meaning perspective. Transformation, adaptation or repetition of actions occurs after particular forms of reflection and are captured in the Theory-making process and stored as prior Learning in the form of HoM and PoV within meaning perspectives.

Table 8.12: Evolution of terms from the LEARNt Theoretical Framework 2009 to 2012

LEARNt	2009 LEARNt theory model	2012 LEARNt theory model
<u>prior Learning</u>	Omitted	Prior Learning: HoM and PoV, schema within meaning perspective
<u>Efficacy</u>	Self-efficacy beliefs “self theory”	Efficacy beliefs: High (H), Medium (M) or Low (L)
<u>Action</u>	Transformation of actions	Action informed by transformed HoM;
	Adaptation of actions	Action informed by assimilated PoV
	Repetition of actions	Action informed by maintained HoM and PoV
<u>Reflection (in-action)</u>	Insightful monitoring	Reflection-in-action, full presence, astute awareness
	Monitoring	Reflection-in-action, partial presence, awareness
	Limited monitoring	Reflection-in-action, lacking presence
<u>Reflection (on-action)</u>	Critical reflection	Critical (premise, core) reflection Dialogue self/others; Subjective/objective reframing, Mastery and generosity
	Reflection	Non-critical (content and process) reflection Dialogue self/others Some mastery
	Automation/deflection	Non-reflection Dialogue self/others Neither mastery nor generosity
<u>Theories</u>	Transforming “action theories”, double-loop learning, Transformative approach to learning	Transformative (double-loop) learning Transform habits of mind (HoM) and points of view (PoV)
	Adapting “action theories”, single-loop learning, Adaptive approach to learning	Adaptive (single-loop) learning Maintain habits of mind (HoM) Assimilate points of view (PoV)
	Maintaining “action theories” Reflex-ive approach to learning	Reflex-ive learning Maintain habits of mind (HoM) and points of view (PoV)

Reflection

Reflection-in-action and reflection-on-action are also considered.

Reflection-in-action and presence: Not just monitoring

A third adjustment to the new version of LEARNt theory was made when considering “monitoring” (as noted in Table 8.12). In analysing interns’ thinking as their challenge unfolded, it became clear that a much more accurate and informative term was the much older one of Schön’s (1983), “reflection-in-action”, rather than “monitoring”. The extent to which the intern teacher was “present to the student” (Noddings, 2003, p. 180) and/or “present to oneself ... in the moment” (Rodgers & Raider-Roth, 2006, p. 271) proved to be a more appropriate way of differentiating reflection-in-action. Therefore, the terms “full presence”, “partial presence” and “lacking presence” are now used.

Reflection-on-action

The relationship between Reflection and Theory making, further clarified by this study, informs the fourth alteration of the 2009 LEARNt theory framework (also noted in Table 8.12). The concept of “Theory making” remains and is synonymous with learning. As I stated in my earlier writing (Jones, 2009), learning is “theory making” and the developing teacher, a “theory maker”. The intern teachers’ proficiency as a theory maker was determined by the quality of their generative, reflective thinking, including their capacity for subjective and/or objective reframing.

There has been considerable evolution of terms, and relationships, within the process of reflection-on-action, in response to the study’s findings, and deeper engagement with the literature:

- The terms “automation/deflection” used to describe reflex-ive learning, have been refined to “Non-reflection (dialogue with self/others), neither mastery nor generosity” since it was found that interns’ taking this approach either made decisions based upon fitting-in and pleasing those in authority, rather than questioning (normative-impressionistic); or alternatively, blaming others. In either case an external locus of control was evidenced.
- The inclusion of the more specific term, “non-critical (content and process) reflection, (dialogue with self/others), some mastery” rather than

“Reflection” was critical and made to address and counter the assumption encountered that reflection is synonymous with critical reflection, that is, that all reflection is critical.

- The expansion of the term “critical reflection” into “critical (premise, core) reflection, (dialogue with self/others), subjective/objective reframing, mastery and generosity” was made to reflect the detailed nature of transformative learning.
- The product of reflection-on-action is also described differently, with the term “action theories” being replaced by Habits of Mind (HoM) and Points of View (PoV), which is congruent with Mezirow’s (1981) description of the meaning perspective, and is consistent with the findings of this study. “Maintaining”, “adapting” and “transforming” action theories has been expanded to capture the essence of the three approaches to learning:

Reflex-ive (non) learning: maintain habits of mind (HoM) and points of view (PoV).

Adaptive (single-loop) learning: maintain HoM and assimilate points of view (PoV).

Transformative (double-loop) learning: transform habits of mind (HoM) and points of view (PoV).

- An important point to note is that within the reflex-ive approach to learning, the terms “non-reflection” and “non-learning” are now used because the process is either one of confirming how well one is emulating (How am I measuring up?) or describing in the case of another intern (How they are not measuring up.). Although describing (recounting) and evaluating are often a precursor to reflection, *confirmation and description are not reflection*. Therefore in the LEARNt theory framework they are considered non-reflection.

CONCEPTS DIVERGENT FROM THE 2009 LEARNt THEORY FRAMEWORK

Although it is now clear that the five key concepts discussed should remain in the 2012 iteration of LEARNt theory, it was also found that four key factors impacting on

the nature of 4th year BEd intern teacher learning, also needed to be integrated. These new concepts, include:

- “Prior Learning” as a separate entity.
- “Problematic/non-problematic contexts with/without support, belonging and autonomy”.
- “Dissonance” (acute, persistent, persistent and acute) and “No dissonance”.
- “Self-efficacy beliefs” (high, medium or low) that are context and task specific.
- Also more specifically detailed is the use of arrows to denote relationships among the various components in the cycles of learning.

Prior Learning: Habits of Mind (HoM), Points of View (PoV) and meaning schemes

A first point of divergence from the 2009 iteration of LEARNt is the inclusion of the concept of “prior learning” as a separate entity. Although it was implied, this crucial concept was omitted from the 2009 iteration of LEARNt.

In the 2009 LEARNt theory framework, the term “action theories” was an attempt to capture Argyris and Schön’s (1974) concept of “theories of action”. However, concepts of prior learning and new learning have now been separated due to more detailed exploration of the writings of Mezirow (2009), Cranton (2006) and Illeris (2004) concerning conceptualisations of the meaning perspective including HoM, PoV and schema. Also a stimulus to an evolution in thinking about the model was evidence of the place of emotions in intern teacher learning.

The prior learning (HoM) of intern teachers proved an important starting point for taking a snapshot of their approaches to learning. It was clear that the implementation of, and significant challenge to, particular uncritically absorbed (Mezirow, 2000a) HoM, PoV and schema within interns’ meaning perspectives prompted various forms of reflection and shaped the learning that ensued. Changes to, or the maintenance of, HoM and/or PoV were understood to be indicative of a particular approaches to learning, be it transformative, adaptive or reflex-ive.

Findings in this study confirmed that for these BEd intern teachers, learning could be a highly emotional endeavour. Dissonance, meaning perspectives “surrounded by emotions ... emotionally charged, and often strongly defended” (Mezirow, 2000b, p.

18) were evident. Interns' HoM are "highly resistant to change" (Joram & Gabriele, 1998) making significant challenge to intern teacher's HoM meaning perspectives with Interns "holding fast to their underlying beliefs" (Spillane, et al., 2002; Yerrick, et al., 1997). Pre-existing habits of mind prevail and shape the way intern teachers understand new knowledge and assimilate new notions into their meaning perspective. Consequently knowledge provided during professional preparation can be nullified (Hargreaves, 2010; Korthagen, 2004); the intern preferring to stay within the comfort zone of what they have experienced as students.

Context, support, belonging and autonomy

The second point of divergence from the 2009 LEARnT theory framework is the addition of "Context: with/without support, belonging, autonomy". Intern teachers were enacting specific HoM and PoV within an internship context when they encountered their most significant challenge: varied experiences of dissonance, threat, high emotion, and reflection evolved. Varied forms of learning (or non-learning) did not occur in a vacuum and although implied in the previous model its presence in any revised model highlights its importance. Internship contexts, and interns' perceptions of the support they experienced, were significant factors in determining the nature of their learning. Internship contexts were perceived as either problematic or non-problematic and support was experienced as high and engendering a sense of belonging, or low and impeding a sense of belonging.

More significant to intern teacher' learning than context and support were opportunities intern teachers were given to experience appropriate levels of autonomy to implement HoM regarding teaching and student learning. The most significant challenge they faced acted as a catalyst to their learning. Therefore, context, including support and belonging, is now integrated into the framework to ensure that external factors of classroom and school environment and relationships impact on intern teacher learning.

Dissonance

A third modification to LEARnT theory is the inclusion of dissonance or non-dissonance immediately following actions within particular contexts. Dissonance was found to be a significant catalyst in shaping the learning of most (18 out of 26) interns in the study. Those interns not experiencing dissonance either had experienced transformative learning due to insights from an additional competency area, were

granted the autonomy to implement a unit of work and were therefore engaged in risk-taking, or chose comfort over autonomy, risk-taking or mastery experience. The terms “acute”, “persistent”, and “persistent and acute” were used to explain the range of interns’ experiences of dissonance. A lack of dissonance (“no dissonance”) was also found to have a significant impact on intern teacher learning.

Context and task self-efficacy belief

A fourth factor to be integrated into the 2012 LEARNt theory framework, immediately following concepts of dissonance or non-dissonance, was “context and task specific self-efficacy belief”. Assuming that the measurement of efficacy in this study was accurate, this general sense of efficacy differed from Interns’ context and task specific self-efficacy belief when faced with a significant challenge. In response to these insights, the arrows leading from (context and task specific) self-efficacy beliefs to reflection-in-action were drawn with broken lines to indicate variance in individual interns’ reaction to challenge (with or without dissonance).

LEARNt theory framework: Relationships between Efficacy, Reflection and depth of learning

A fifth refinement to the model concerns the linking of key concepts in the cycles of learning. Although the 2009 LEARNt theory framework, with its direct arrows from one factor to the next, presents an apparent lockstep view of learning, this investigation has revealed quite a different story. Therefore, solid and broken arrow stems need to be used to indicate fixed relationships and potential alternative pathways (respectively) intern teachers may demonstrate as they engage in non-learning, single-loop, and double-loop learning.

THE LEARNt THEORETICAL FRAMEWORK, 2012

Based upon the data, it was found that six concepts and inter-relationships were common to the cycle of intern teachers’ learning, and central to the models of transformative, adaptive or reflex-ive learning. The intern teacher:

- i. brings prior Learning in the form of HoM, PoV and meaning schemes within meaning perspectives to the internship context;
- ii. also brings a general sense of teacher, and learner, Efficacy (denoted as High (H), Medium (M) or Low (L));
- iii. is placed in an internship context, which may be problematic or non-problematic in terms of the behaviour of students and/or staff;

- iv. experiences varied levels of support and belonging, as well as opportunities for autonomy in their teaching; all these contextual factors impact upon the general sense of efficacy with which the intern initially approached the internship;
- v. engages in Actions, informed by specific HoM and PoV regarding teaching and learning, themselves as teachers, and their students as learners. (This study focused upon specific actions in response to the intern teachers “most challenging experience”);
- vi. varies in the extent to which they experience dissonance (acute, persistent, and persistent and acute dissonance) or non-dissonance, and impacts to their context and task specific self-efficacy beliefs. Since the impact of significant challenge differs for every individual in any given context and task, broken lines surround “Dissonance”, “No dissonance”, and also “Specific Efficacy: H, M or L”.

It is at the point of *reflection-in-action* that transformative, adaptive and reflex-ive approaches to learning diverge, as the following three sub-sections explain.

Transformative approach to learning

Transformative learning, as has been clearly established in the literature and is confirmed in this study, involves a double-loop learning process of non-critical, followed by critical, reflection. Figure 8.2 is a diagrammatic representation of double-loop learning as conceptualised in the 2012 LEARNt theoretical framework.

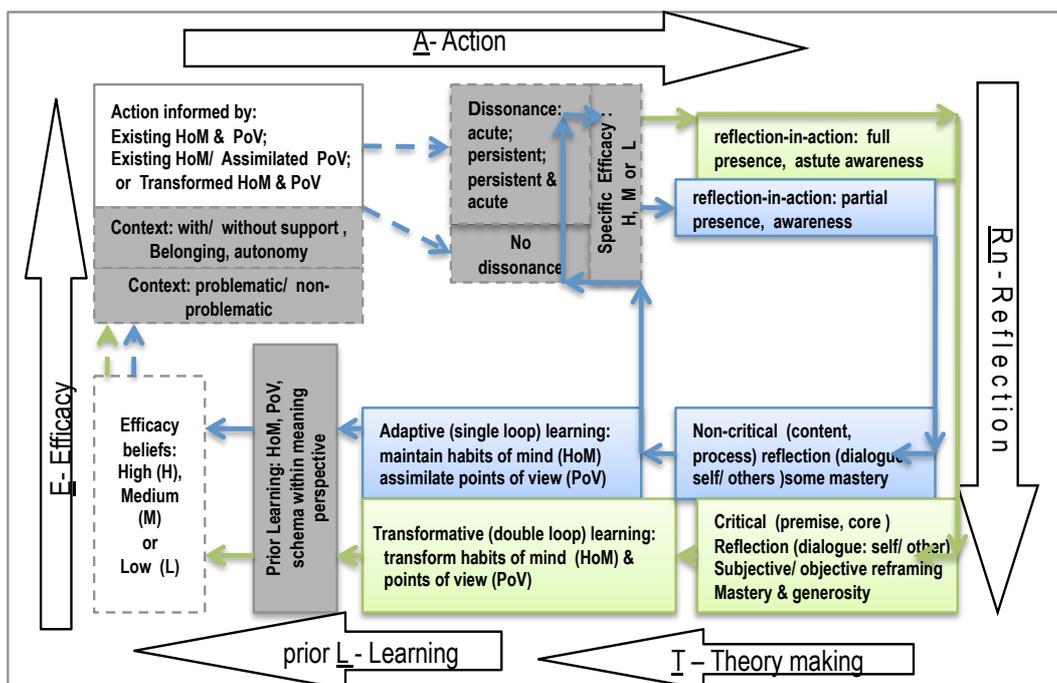


Figure 8.2: 2012 LEARnT theory framework: Transformative approach to learning

Intern teachers who engaged in transformative learning demonstrated characteristics of single-loop learning as the first step towards double-loop learning. To explain the double-loop cycle I will start at Reflection-in-action, and follow the arrows in a clockwise direction:

- The first loop of double-loop learning is characterised by “Partial presence, and awareness” most likely because the significant challenge they encountered in enacting certain HoM and/or PoV created dissonance and an intensifying of the emotions surrounding the meaning perspective (see Figure 3.2 in Chapter 3).
- Alternatively, transformative interns who did not experience dissonance engaged in “partial presence and awareness” by initially focusing upon the behaviour and competencies of mentor teachers in light of the insights they had from an additional competencies (see MOE 1101 who had undertaken National Accelerated Literacy professional development).
- Armed with partial insight, these interns engaged in “Non-critical (Content and Process) reflection” at the outer levels of the meaning perspective, which served to address the immediate issues of managing either the environment, or the behaviour and competencies of themselves or others. This approach was undertaken either in dialogue with others, or in self-reflection, as a way of establishing or reinforcing control (see Figure 3.2).
- The single-loop process led to restoration of interns’ context and task specific self-efficacy beliefs, enabling them to transition into the second loop of learning by first engaging in “reflection-in-action [with] full presence and awareness”.
- The interns transitioned into “Critical (premise, core) reflection”, either subjectively or objectively reframing (in a dialogue with others or the self). By focusing upon factors within the inner level of their meaning perspective including, their own beliefs, teacher identity and sense of mission within the profession, transformative intern teachers developed “mastery” of professional competencies and “generosity” of spirit (Brendtro, et al., 2005) (the capacity to overcome adversity and develop other-centredness).
- “Transformative (double-loop) learning” was evidenced by the transformation

of HoM and PoV within interns' meaning perspectives.

Intern teachers who had engaged in the complex process of double-loop, transformative learning emerged from their “most challenging experience” more “inclusive, discriminating, open, reflective, and emotionally able to change” (Mezirow, 2003, p. 59), and as Cranton (2006) suggest, with better-justified, self-authored frames of reference.

Adaptive approach to learning

The adaptive approach to learning is congruent with the non-critical reflection, single-loop learning discussed in the first cycle of double loop learning. (The concepts and relationships between prior Learning, Efficacy, Context, Action, Dissonance or No dissonance and Specific efficacy, explained under the subsection, “The LEARNt theoretical framework, 2012” (p. 244) is common to the transformative and the adaptive approaches to learning.) Figure 8.3 provides a diagrammatical explanation of the adaptive approach to learning which is akin to the single-loop taken prior to double-loop, transformative learning (compare the blue shading in Figures 8.2 and 8.3).

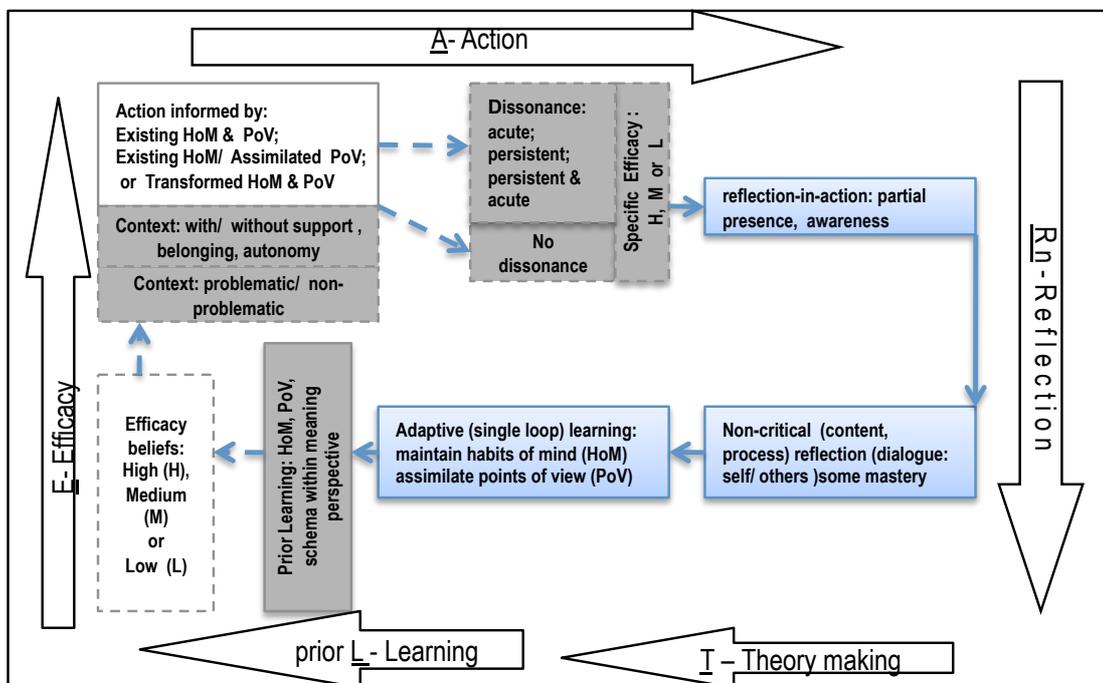


Figure 8.3: 2012 LEARNt theory framework: Adaptive approach to learning

To explain the single-loop cycle I will again commence at Reflection-in-action, and move in a clockwise direction:

- All intern teachers who demonstrated an adaptive approach to learning evidenced “Reflection-in-action” characterised by “Partial presence, and awareness”.
- Five of the six adaptive interns encountered significant dissonance and intensifying of the emotions surrounding the meaning perspective (see Figure 3.3 in Chapter 3) when HoM and PoV held were found wanting in the face of challenge.
- In the case of the remaining adaptive intern, no dissonance was experienced but also engaged in “partial presence and awareness” being focused upon the pragmatics of implementing the COGs unit (see case study HOE 124).
- All six interns responded to the challenge they faced by engaging in “Non-critical (Content and Process) reflection” at the outer levels of the meaning perspective addressed the immediate issues of managing either the environment or the behaviour and competencies of themselves or others.
- All adaptive interns chose to dialogue with others, and to assimilate PoV, to make meaning and manage the emotions.
- As can be seen in Figure 8.3, the product of adaptive learning is the “assimilation of PoV” and the “maintenance of HoM”.

The LEARNt theory framework makes the important distinction between adaptive, single-loop, and transformative, double-loop, learning.

Reflex-ive approach to learning

Within the reflex-ive approach to learning the concepts and relationships between concepts of “prior Learning, Efficacy, Context, Action, Dissonance or No dissonance, and specific efficacy were the same as those explained in subsection, “The LEARNt theoretical framework, 2012”, and common to transformative and adaptive approaches to learning. Figure 8.4 integrates the characteristics of reflex-ive approaches to learning.

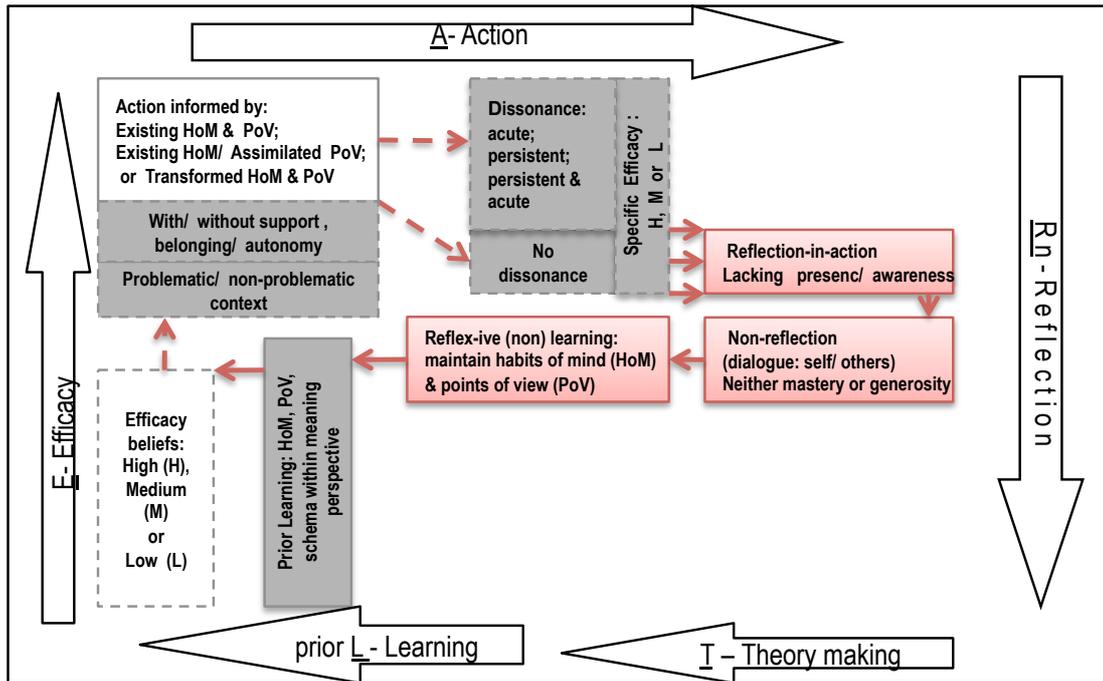


Figure 8.4: 2012 LEARNt theory framework: Reflex-ive approach to learning

The reflex-ive approach of four interns digressed from the adaptive and transformative approaches to learning at the point of reflection-in-action:

- The “Reflection-in-action” of these interns was found to be “Lacking presence and awareness”. This was explained for two interns by states of persistent dissonance and intense emotions surrounding their meaning perspectives (see Figure 3.4 in Chapter 3) due to perceptions of a lack of appropriate support and autonomy. Lack of presence for the remaining two reflex-ive interns was apparent due to a perhaps unconscious choice to how well they were emulating behaviours of the mentor teacher or the gestalt of a childhood teacher (her father).
- All four interns responded to the challenges they faced by describing and recounting rather, a non-reflective approach in comparison to single and/or double loop learning.
- Whilst for some reflex-ive interns this thinking was restricted to self-talk, two interns also engaged with their mentor teachers.
- As can be seen in Figure 8.4, the product of non-reflection is non-learning and the “maintenance of habits of mind (HoM) and points of view (PoV)”.

The LEARnT theory framework differentiates between learning (adaptive, single-loop, and transformative, double-loop) and non-learning (non-reflective practices).

CONCLUSION

This concludes discussion of the redevelopment of LEARnT theory, which has been enriched and further synthesised in response to the findings, including new knowledge created in this study. This Overall Results and Discussion chapter has been an extensive one in which cross case analysis of the 26 intern teacher case studies was undertaken to address the research questions and also resulted in theory development. The final chapter of this thesis now follows.