

CHAPTER 9

IMPLICATIONS AND FUTURE RESEARCH

The previous chapters of this thesis have reported a study aimed at understanding the nature of 4th year Bachelor of Education (Primary) intern teachers' learning, in terms of the LEARnT theory (Jones, 2009) framework. In Chapter 1, I provided an overview of the study, posed the research questions, and presented ethical as well as scope and significance considerations. In Chapter 2, Context of the study, I discussed internships in teacher education, the contextual and social dimensions of intern teacher learning, and issues surrounding practicum and internships, moving to a specific focus upon the UNE Bachelor of Education (Primary) Internship, and issues surrounding the assessment of interns solely against the NSW IT Professional Teaching Standards (2005).

Chapter 3, Perspectives from the Literature, provided an historical perspective on adult learning, core concepts of transformative learning theory, and the foregrounding and synthesis of relationships between reflection and theory making (learning), and self-efficacy belief and action, bringing these facets into an integrated theoretical framework for understanding learning: LEARnT theory. In Chapter 4, Methodology, I described the constructivist paradigm in which the study was set, the case study research design with its methodologies of data gathering and analysis, and again addressed ethical considerations.

The latter chapters of the thesis focused upon the analysis and synthesis phases of the study. The three Results and Discussion chapters were structured according to the overall efficacy ranking of the interns: Chapter 5 focused upon eight High Overall Efficacy (HOE) interns, Chapter 6 upon ten Medium Overall Efficacy (MOE) interns, and Chapter 7 upon eight Low Overall Efficacy (LOE) interns. Cases were grouped according to problematic or non-problematic internship contexts, and interns' perceptions of support (either high or low). Within-case analyses involved a "hybrid" approach using NVivo and the LEARnT theoretical framework as an "a priori template of codes". The penultimate chapter, Chapter 8, Overall Results and Discussion, involved cross-case analysis 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?*

Ultimately, a synthesis of findings from the two sub-questions and further development of the LEARnT theoretical framework addressed the major research question:

What is the nature of 4th year BEd (Primary) intern teachers' learning, in terms of LEARnT theory?

The purpose of this chapter is to conclude the thesis by summarising the substantive results and findings, and to examine the implications and limitations of the study. The following sections present: (1) a summary of the research method, including suggested methodological improvements for future studies, alongside a synopsis of the research findings in relation to the first research sub-question and implications of these findings; and (2) a synopsis of the research findings addressing the second research sub-question accompanied by specific implications of the accompanying findings. The chapter continues by presenting the revised LEARnT theoretical framework informed by the findings in Chapter 8, and implications of the LEARnT framework for teacher education. Recommendations for future research, including how the research may have been improved, are then addressed and a final set of conclusions is drawn.

RESEARCH METHOD

The research methodology included:

- the development of the Learner Self-Efficacy Beliefs Survey (LSEB Survey) (Jones, 2006, see Appendix 4.2);
- preliminary purposeful sampling (66 participants) by means of the LSEB Survey and the Teacher Sense of Efficacy Scale (TSE Scale) (Tschannen-Moran & Woolfolk Hoy, 2001, see Appendix 4.1));
- development and piloting of in-depth interview questions with three 4th year BEd interns;

- in-depth interviews of 23 4th year BEd interns;
- case study analysis of all 26 intern teachers using hybrid thematic analysis of data-driven inductive coding (NVivo software) and deductive LEARNt theory, as an a priori template of codes.

Suggested methodological improvements for future studies

Whereas this study was focused upon one cohort of Bachelor of Education (Primary) intern teachers at the University of New England (regional NSW), future studies are encouraged amongst intern teachers within a range of Primary teacher education courses, in both rural and metropolitan contexts. A wider demographic will enable greater generalisability of the findings.

In further research, reconsideration of the timing of the implementation of the efficacy measures is encouraged. To ascertain the most immediate efficacy data prior to interview, further consideration could be given to involving intern teachers in completing electronic copies of the LSEB survey (Jones, 2006) and the TSE scale (Tschannen-Moran & Woolfolk Hoy, 2001). Such data would have been helpful in understanding if interns' overall efficacy ranking had altered in the light of the ten-week internship experience.

In addition, future studies could include the perspective of mentor teachers regarding their perceptions of, and efficacy for, mentoring the learning of intern teachers (including their abilities to engage in critically reflective dialogue). In this way, evidenced-based professional development with and for mentor teachers can be developed and implemented.

Also, an additional strategy to ensure trustworthiness could be utilised by including an additional analytic framework to that of LEARNt as a component of the a priori template of codes. Thomas' (2006) 5-step framework of inductive coding is proposed because of its potential to reduce extensive interview transcriptions into themes addressing the key purpose of the study (i.e., to understand the nature of intern teacher learning). The advantage of Thomas's framework is that it creates a model from the themes generated. This model would provide comparison with and further inform the effectiveness of the LEARNt framework as an a priori template. Greater expertise

with NVivo as a text-mining tool would also benefit the analytic process within future studies.

SYNOPSIS OF THE RESEARCH FINDINGS

Two synopses of the research findings follow. These synopses form the basis upon which implications and future research are proposed.

SYNOPSIS 1: KNOWLEDGE REGARDING THE NATURE OF INTERN TEACHER LEARNING

This synopsis provides a succinct summary of the key findings, which specifically addresses 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 26 4th year BEd intern teachers revealed seven key factors which, taken together, describe the nature of their learning:

1. Intern teacher entry into the BEd and the nature of learning

Mature-age (five of six) intern teachers were more critically reflective and transformative than their younger peers (11 of 20 interns). All mature-age females and all but one mature-age male (whose responses were categorised as adaptive) demonstrated transformative approaches to learning. Amongst younger interns a similar proportion of younger males and females, and academic and non-academic entrants into the BEd, were transformative. Of the remaining younger interns: UAI entry interns demonstrated a greater propensity for reflex-ive approaches; and their PR scheme peers, adaptive learning. Two younger female interns of non-academic, and two of academic, entry into the degree were the only interns to demonstrate reflex-ive learning.

2. Relationships between internship context, support and intern teacher learning

Internship school contexts and experiences of support shaped interns' learning. Amongst the 26 interns in this study, 16 were in problematic contexts: 11 contexts owing to the learning and behavioural needs of the students; and five contexts because of less than supportive relationships with mentor teachers and/or staff. However, problematic contexts were not necessarily an impediment to learning. The majority of interns who engaged in transformative approaches to learning were in problematic

contexts: eight had high levels of support and three had little support. Only five transformative interns were in non-problematic, high-support settings. It was apparent that problematic internship settings were more conducive to transformative learning than non-problematic, and that support was a significant factor. In contrast, five of the six interns who engaged in adaptive approaches were well supported and settled for assimilating the PoV of their mentor teachers. Environments that were problem-free and highly supportive (two interns), or at the other extreme, highly problematic and without due respect for the ethical rights of two interns, fostered non-reflective, reflex-ive, approaches to learning.

It is important to add that transformative learning did not always overcome the damage done to the core of the intern teachers' meaning perspectives by extremely problematic environments in which support was inadequate, and persistent dissonance could not be overcome. There is much to be learned from this. Internship contexts can and do destroy intern teachers' beliefs (including efficacy), teacher identity and passion for teaching. In these situations attrition even before the intern teacher graduates is a very real possibility.

3. Autonomy and the nature of intern teacher learning

Autonomy, as outlined in the Internship Handbook (UNE, 2008), was a right of the intern teacher. Autonomy was absolutely fundamental to the realisation of every instance of intern teachers' transformative, or adaptive, learning. Context and support were of lesser importance. In stark contrast, interns who demonstrated reflex-ive approaches to learning neither sought, nor were they afforded, autonomy and as a result their learning was diminished.

4. An additional competency area and intern teacher learning

Having an additional competency area, and the autonomy to implement it, proved to be a catalyst for greater risk-taking, challenge, and presence for half the interns who engaged in transformative learning. In fact, 75% of these interns encountered their "most challenging experience" whilst doing so. In comparison, none of the interns who undertook adaptive or reflex-ive learning had an additional competency to draw on during their internship. Transformative learning for two interns was enabled when they attended professional development with their mentor teacher, and were then given the autonomy and support to implement this new learning.

5. Ethical issues shaping intern teacher learning

Half the interns faced ethical issues such as not being informed of school policies and procedures relevant to behaviour and classroom management (ten interns), and not being provided with the appropriate support as stipulated in the Internship Handbook (2008, pp. 27-28) (three interns). In effect, these interns were not being afforded the same rights as the students whose safety is ensured (Standard 7.1.5, NSW IT, 2005). It appeared that a number of interns felt powerless to pursue their rights because the mentor teacher was “writing the report”. The preoccupation of intern teachers with these concerns limited the effectiveness of their reflection and learning.

6. Reflection-in-action, dissonance, presence and intern teacher learning

The “most challenging experience” three quarters of the intern teachers encountered was related to 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 challenges proved the most significant catalyst for transformative and adaptive 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 regarding professional rights.

For the majority (80%) of intern teachers, dissonance and the degree of presence within reflection-in-action shaped the nature of their learning. For 14 interns, acute dissonance and full presence (to themselves, the students, and the environment) stimulated critical reflection and transformative learning, whilst for six interns acute dissonance and partial presence (to themselves, but less so to students) informed adaptive learning. Persistent dissonance without an acute state diminished presence and obstructed learning for one adaptive intern and two reflex-ive interns.

Implementing an additional competency, rather than experiencing dissonance, heightened awareness and presence and informed three interns’ transformative and one intern’s adaptive learning. In contrast, a lack of or too much dissonance, and a lack of autonomy and limited presence (to themselves, and how others perceived them), contributed to four interns’ reflex-ive approaches to learning.

7. Reflection-on-action, dialogue and intern teacher learning

Dialogue was the means by which the majority of intern teachers engaged in non-critical reflection. Two thirds of interns engaged in the first (single) loop of the double loop of transformative learning by dialoguing with their mentor and/or more experienced other. In addition, all six interns undertaking non-critical reflection and single-loop, adaptive learning did so through dialogue. This non-critically reflective dialogue focused upon addressing the immediate issues of managing teaching environments, and/or student behaviours, and was resolved by assimilating the PoV of others.

Interns who then went on to critically reflect at the inner levels (upon their beliefs, identity and sense of mission) did so through an inner dialogue. *There was no explicit evidence of these intern teachers critically reflecting with their mentor teachers.* This may be explained by a power differential between the intern and the mentor teacher, or that the mentor teacher may have been unsure of how to engage the intern in critically reflective dialogue. In either case, more research is needed. An interesting point to note is that two interns critically reflected with their parents who were teachers. Perhaps this points to the place of trusted relationships in critically reflective dialogue.

Not all intern teachers who engaged in transformative learning sought to dialogue with others. Almost one third (five 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). It was the deep knowledge and understanding of an additional competency area or, alternatively, a previous practicum experience in which the intern had effectively dealt with a similar challenge (a principle of positive psychology, see Seligman, 2002; Seligman, et al., 2005) that provided the degree of presence necessary for critical reflection and action (see especially case study HOE 180).

The four interns who engaged in reflex-ive approaches used dialogue ineffectively or not at all. Two interns engaged in dialogue to determine how well they were measuring up to the mentor teacher's expectation, or the gestalt of a childhood teacher; and two interns appeared to be caught in a self-centred cycle of recounting perceived injustices (lack of rights, autonomy and respect).

IMPLICATIONS OF SYNOPSIS 1 FINDINGS

The knowledge synthesised in Synopsis 1 has implications for BEd teacher educators and intern teachers, and more broadly for university- and school- based teacher education. The findings are also relevant to the NSW Institute of Teachers and the future development of professional teaching standards frameworks.

University- and school- based teacher education and teacher educators

The knowledge synthesised in this study leads to the following implications with respect to paradigms, practices within the BEd, and more specifically the internship. For example, addressing the gaps in the meta-cognitive capacity of intern teachers to critically reflect would involve interrogation of current BEd paradigms, pedagogy, and practices at every year level in the degree. Firstly, the finding that all mature-age female intern teachers were transformative (recognised in this study as the most effective approach to learning), contrasts with the finding that reflex-ive approaches to learning were only evidenced amongst younger female interns. These insights raise the question of whether consideration be given to the introduction of teacher education as a post-graduate degree, or to the encouragement of mature-age entry into the BEd.

Alternatively, since current practice within the UNE BEd is to enrol a large proportion of students immediately following their secondary schooling, in particular on the recommendation of their Principal (PR Scheme), and to a lesser extent through academic merit (UAI), as well as mature-age students, there is a particular onus upon the university to respond to the zone of proximal development of students when they enter the degree from such diverse academic and life-experience standpoints. Alternatively, using LEARnT theory (see below) as a theory of development of critical reflection for the program as a whole would be beneficial.

An additional competency area: Choice within the BEd course

The benefits to intern teacher learning of an additional competency area, and the autonomy to implement it, were vast. The implication is that BEd students should be given opportunities to develop and implement an additional competency, for example, through Honours research, teacher education exchange, or engaging intern and mentor teacher in professional learning together, the latter providing a unique learning opportunity since the implementation of professional learning undertaken together

enabled substantive communication. Rather than continue current practice (Internship Handbook, UNE, 2008, p. 28):

Where a colleague teacher is responsible for an Intern and is not required to be present while the Intern is teaching, the Colleague Teacher will, during that release time, engage in school development programs, professional development.

I encourage intern and mentor teachers to attend professional development courses together and negotiate the implementation of new learning within the classroom. Such an approach would provide a equal footing for shared critical discourse.

Ethical issues

A number of ethical issues arose for intern teachers in this study. Firstly, autonomy was fundamental to transformative and adaptive learning and a lack of autonomy was found to be a significant contributor to non-reflection and reflex-ive approaches to learning. Autonomous teaching responsibility positioned the intern teacher to experience increased: risk-taking; challenge to their HoM and PoV; likelihood of dissonance; and presence, critical reflection and transformative approaches to learning. The reluctance of some mentor teachers to entrust the intern teacher with autonomy, and the hesitancy of interns to pursue this right because the mentor teacher was “writing the report”, are significant ethical issues that must be addressed. More than this, steps need to be taken to ensure that this central aspect of internship conditions is well understood and practised. It is fundamental to the learning and professional growth of intern teachers that they experience the level of autonomy prescribed in the Internship Handbook (UNE, 2008).

The second ethical issue to emerge relates to the extent to which intern teachers understand their legal rights and responsibilities. Half the 26 interns encountered significant challenges due to the behaviour of students (ten interns) or staff (three interns), yet none was provided with the support stipulated in the Internship Handbook (UNE, 2008, pp. 27-28). These interns had a right to be thoroughly informed of appropriate departmental or school policies and protocols, which would have ensured them ethical and legal cover. This situation placed some intern teachers in an invidious position since “issues of ‘duty of care’ and responsibility are equivalent to those of any teacher employed by the Department of Education and

Training” (UNE, 2008, p. 30). Clearly, the implication is that some interns were not fully aware of these requirements.

In light of these findings I strongly recommend that intern teachers be thoroughly informed of the policy frameworks under which they are protected and in which they are legally obliged to operate as a beginning teacher. In response to this significant ethical dilemma it is also advised that in addition to the “right to safety” of students, that the “right to safety” of teachers be considered in the Professional Teaching Standards (NSW IT, 2005) and the Internship Handbook (UNE, 2008) to which BEd intern teachers are accountable.

Preparation of the intern to face the most likely challenges

It is reasonable to assume that since the intern teachers in this study were representative of their BEd cohort, that the “most challenging experiences” faced were common amongst the cohort. The majority of intern teachers experienced significant challenge in relation to classroom and behaviour management (Element 5, NSW IT, 2005), and knowing students and how they learn (Element 2, NSW IT, 2005).

In light of these findings, the implication is that a proportionate focus of BEd course units and school practicum experiences should be to ensure a deep knowledge and understanding of issues related to behaviour and classroom management (Element 5) and knowing students and how they learn (Element 2). Opportunities should also be provided to apply and critically reflect upon these areas. In this way, intern teachers will be better equipped to link theories of behaviour and classroom management, and theories of knowing students and how they learn, to real-life challenges. They may also be better equipped to use problematic contexts and challenging experiences as catalysts for transformative and adaptive learning. In this way, the intern teacher will become more resilient.

Understanding the place of dissonance and presence in learning

A deeper understanding of the manner in which degrees of dissonance and presence have an impact on intern teacher learning also has implications for teacher education, specifically the complex and inter-related components of learning (as exemplified in the LEARNt 2012 theoretical framework). Recognising the place of threats to HoM

and PoV and the often highly emotional states that arise from dissonance, would be an important starting point. This point foregrounds the personal development issues necessary in teacher education.

An intern's capacity to be "present" provides the basis for managing threats to HoM and PoV and the often highly emotional states of dissonance. Presence has been found in this study to inform depth of reflection-on-action, and so, learning. Also important for the developing teacher to understand is that too much or a lack of autonomy and dissonance impedes presence and reflection, and contributes to reflexive learning. There are clear implications for the mentor teacher to recognise the potential of dissonance, and the importance of presence, in intern teacher learning, and to scaffold double-loop learning.

Evidence-based development of NSW IT Professional Teaching Standards

The knowledge synthesised regarding the nature of intern teacher learning also has specific implications for the present NSW IT Professional Teaching Standards, and future standards. If, as I suspect, frameworks such as the NSW IT Professional Teaching Standards are here to stay, then knowledge of the complexities of intern teachers' learning (and by inference teacher learning) informs a paradigmatic shift in thinking. It is no longer possible to limit "pre-specified and measurable objectives and outcomes" (Tickle, 1999, p. 121) to an aggregate of professional competencies alone.

Intrapersonal qualities as well as professional competencies

Issues of context, support (belonging) and autonomy are to varying extents outside the control of the intern teacher (at least in the short term). However, the finding that interns best equipped to deal with such difficulties had the meta-cognitive and emotional qualities to recognise and address the concerns that lay within their responsibility. The finding that critically reflecting and ensuring authenticity, informs stakeholders in teacher education and accreditation bodies of the fundamental importance of valuing and enhancing intrapersonal qualities as well as teacher competencies (such as the NSW IT Professional Teaching Standards (2005)).

The intrapersonal capacities of intern teachers fundamental to critical reflection and transformative learning were confirmed to be those discussed in Chapter 3, Intrapersonal qualities necessary. These include: presence open-mindedness, whole-

heartedness and responsibility (Dewey, 1960); emotional maturity and clear thinking (Mezirow, 2000b); cognitive development (Merriam, 2004); readiness for change (Taylor, 2000); being able to keep an open mind, listen empathetically, bracket premature judgment, and seek common ground (Mezirow, 2003); qualities of “emotional intelligence” (Goleman, 1995): self-awareness and impulse control; persistence; zeal and self-motivation; empathy and social deftness. This study further confirms that these intrapersonal qualities need to be present in the intern teacher to ensure the most effective approach to learning. Therefore it is incumbent upon teacher educators and professional teaching standards to address the intrapersonal development of the teacher education student, intern and graduate.

Conceptualisations of reflection within the NSW IT PTS framework

Standard 6.1.1 of the Professional Teaching Standards (NSW IT, 2005, p. 11) has the expectation that the Graduate Teacher (and by extrapolation, the BEd intern teacher just weeks from graduation) will “demonstrate a capacity to reflect critically on and improve teaching practice”. However, such an expectation appears unrealistic in light of the findings that just 16 of the 26 interns in this study demonstrated the capacity to critically reflect. This finding has specific implications for the development of criticality within each teacher education award, and the manner in which it is incorporated into professional teaching standards.

In addition, the finding that non-critical reflection plays an important role in learning and professional development has implications for all stakeholders in teacher education and specifically for writers of attributes. Non-critical reflection can be a precursor to critical reflection. In this study, it provided the means by which some individuals regained a sense of equilibrium when dissonance arose/threatened and the emotions expanded. Non-critical reflection, however, is not enough to ensure more robust professional learning.

It is important that all stakeholders in the BEd and the internship are aware of the limitations of simply addressing strategies and verbally reassuring intern teachers’ efficacy rather than also assisting them to engage in critical reflection to achieve mastery, generosity and authenticity. The implication is that judicious teacher professional standards incorporate these ideas of non-critical and critical reflection

since they have been found to be fundamental to teacher learning and professional development.

Consistent expectations of who “reflects critically”

Too many interns did not have a model of critical reflection. The implication is that the capacity to “reflect critically”, which is currently limited to Graduate Teacher and Professional Competence stages of the Professional Teaching Standards (NSW IT, 2005, p. 11), be extended to include teachers and leaders at all four key stages. In this way teachers and school leaders at all stages in their professional growth will share the responsibility for modelling and guiding, as well as independently practising critical reflection and transformative learning.

Intern teachers operate beyond Graduate Teacher competencies

All intern teachers who engaged in transformative and adaptive learning (22 interns) operated beyond the Graduate Teacher competency relevant to the particular challenge they faced. (This is likely the case for graduate teachers also.) In light of these findings generalising a set of competencies to the teacher at each key stage appears inappropriate. The implication is that teachers at varied levels of experience demonstrate competencies across the key stages, as exemplified when transformative and adaptive intern teachers operated beyond the Graduate Teacher level, within the Professional Competence key stage; the less experienced interns at times demonstrating more competence than their mentor teachers in a particular situation. This finding implies that teacher accreditation frameworks describe stages of competencies rather than labelling the teacher by stage. This also has ramifications for limiting the assessment of the BEd intern teacher to the Graduate Teacher key stage within the NSW IT Professional Teaching Standards since this study provides instances where they necessarily must, and can, operate beyond this stage.

In concluding this discussion of the implications of the findings to the Professional Teaching Standards (NSW IT, 2005), it is important to reiterate that this study endorses the view that teaching is far more than a craft or technical occupation (Kalantzis, 2002), and the teacher, far more than an “instructional technician who unquestioningly implements the policies and procedures of others” (White & Moss, 2003, p. 5). The findings of this research imply that a more evidence-based development of professional teaching standards is required. From this study, such

standards would include the intrapersonal qualities (in particular, the meta-cognitive and the intrapersonal) intrinsic to (intern) teacher learning and professional development.

Evidenced-based development of UNE's Graduate attributes

The UNE Graduate Attributes Policy (Academic Board, 2007, p. 3) states that graduates will be able to: “apply logical, critical and creative thinking to a range of problems ... and identify critical issues in the discipline or professional area”. This study has established that not all BEd graduates demonstrate “critical” thinking, nor do they all evidence the capacity to identify critical issues within education, the internship school/classroom or their own teaching and learning beliefs and practices. The assumptions and expectations inherent in the UNE Graduate Attributes Policy thus need to be critiqued, such that the UNE graduate attributes will more appropriately underpin the BEd degree structure and that of coursework units and practicum/internship experiences.

SYNOPSIS 2: INTERN TEACHER EFFICACY, REFLECTION AND DEPTH OF LEARNING

This second synopsis focuses upon the key findings, which specifically address the second research sub-question:

ii. What relationships exist between intern teachers' self-efficacy, reflection and depth of learning?

Three key relationships between efficacy, reflection and depth of intern teacher learning:

1. Relationships amongst efficacy, reflection and depth of learning

Intern teacher efficacy ranking did not correspond to a specific type of reflection and depth of learning. However, intern teachers' reflection and depth of learning shaped their context- and task-specific self-efficacy belief, and general sense of efficacy. The meta-cognitive capacities for full presence and critical reflection were more significant than efficacy in shaping the learning of intern teachers in this study (see Chapter 8, Efficacy, reflection and transformative approaches to learning for further discussion). The intern teachers (whether of high, medium, or low overall efficacy) who took a critically reflective transformative approach to their learning demonstrated qualities attributed in the literature to high efficacy, for example: greater effort,

persistence, and resilience (Bandura, 1997a); a heightened sense of personal and reflective responsibility, positive feelings, expectations and goal setting (Ashton, 1984); mastery-oriented behaviours including perseverance, planning and self-regulation (Ashton & Webb, 1986; Bandura, 1997a; Miller, et al., 1996; Pajares, 2004; Pintrich, et al., 1991); and an internalised locus of control (Bandura, 1997a; Weiner, 1994).

Critical self-reflection (subjective reframing) and/or critical judgment (objective reframing), akin to Premise (Cranton, 2006; Mezirow, 1995) and Core reflection (Korthagen & Vasalos, 2005), enabled these intern teachers to “step out” (Peschl, 2007, p. 137) of their normal way of thinking and to develop “more open, better-justified and self-authored frame[s] of reference” (Cranton, 2006). This transformational approach to learning evidenced greater mastery, generosity, authenticity (Korthagen & Vasalos, 2005) and individuation (Dirkx, 2000) from the HoM and PoV of others.

Authenticity was more compelling in restoring and/or strengthening self-efficacy belief than mastery or verbal and/or social persuasion. Bandura (1986) recognised mastery as the most influential source of efficacy. However, I contend that mastery achieved by the assimilation of PoV (mentor teacher suggested strategies) is limited to technical and instrumental learning. The intern teacher may demonstrate a particular attribute within the Professional Teaching Standards (NSW IT, 2005) by emulating the PoV and strategies of his or her mentor teacher. However, if those actions have not been critiqued in light of the intern’s beliefs then this cumulative learning may appear to be mastery, and in fact be acknowledged as meeting a particular attribute, but authenticity has not been achieved. For the intern teacher, authenticity is even more powerful a source of teacher efficacy than mastery.

2. Relationships between non-critical reflection, non-reflection and efficacy

For all six interns engaged in adaptive learning, non-critical (Content and Process) reflection, characterised by the assimilation of the mentor teacher’s classroom and/or behaviour management PoV, had a positive impact upon their (context- and task-specific) self-efficacy beliefs. However, without critical reflection upon core beliefs within interns’ meaning perspectives, HoM remain unexamined, and technical, instrumental and cumulative learning rather than mastery learning was evidenced.

Although adaptation and single-loop (technical and instrumental) learning is “sufficient for everyday problems and challenges” (Peschl, 2007, p. 139) and raises self-efficacy belief in the short term, it “does not allow for the construction of paradigmatically new knowledge and radical innovation” (Peschl, 2007, p. 137) which is generally called for in situations of significant challenge. We know that without critical reflection, authenticity and individuation are stifled, and it would therefore appear that self-efficacy beliefs are built upon less rigorous foundations, are context- and task-specific as we know, and may not transfer to similar situations in different contexts.

The relationship between efficacy, reflection and depth of learning amongst the four reflex-ive intern teachers varied. Two high overall efficacy interns affirmed their efficacy by seeking verbal praise for their emulative behaviours. In failing to also critique ways in which they were different from the HoM and PoV of their mentor teachers, they failed to differentiate (Sharp, 1995) or “individuate” (Dirkx, 2000) themselves. The inability of these two interns to critically reflect thwarted effective learning and professional development. The remaining two reflex-ive interns were of low and medium overall efficacy. Their perceptions of unethical treatment and associated persistent states of dissonance diminished their efficacy further. Without the meta-cognitive capacity to critically reflect and to take charge of their learning, these interns were unable to achieve mastery, overcome adversity (through generosity), or develop authenticity.

3. The divide between theory and practice

In spite of the finding that 16 intern teachers were critically reflective, transformational learners, only three interns achieved a degree of authenticity by critically questioning what was right in terms of the literature (Cranton & Carusetta, 2004). This knowledge is in accord with John Dewey’s (1904) concerns about the dearth of teacher education theory that makes its way into classroom practice raised in his essay, “The Relation of Theory to Practice in Education”. A century or more later Deng (2004) and Gordon (2007) highlighted the very same concerns with teachers continuing to teach in the ways they were taught (Hoban, 2002; Lortie, 1975). The interns may have implemented what was learned, more or less, but the theory was not evident in their discourse.

IMPLICATIONS OF MAJOR FINDINGS WITHIN SYNOPSIS 2

The findings that criticality and autonomy (including implementing an additional competency area) enhance intern teacher learning have implications for BEd coursework and practicum/internship paradigms and practices.

Imperative of criticality and authenticity

Knowing and understanding that intern teachers' capacity for critical reflection lies at the core of their learning, and is fundamental to the attainment of authenticity, has crucial implications for course content and practices, as well as for teacher educators and the students themselves. It is important for all to understand and to respond to the literature surrounding authenticity. Authenticity is an "ongoing developmental process" (Cranton, 2006, p. 19) that requires of the BEd teacher educator, mentor teacher and student/intern teacher the intrapersonal qualities of, and capacity for: self-awareness (Mezirow, 2000b); congruence between words and actions (Brookfield, 1990; Cranton, 2006; Ray & Anderson, 2000); critically questioning what is right in terms of the literature (Cranton & Carusetta, 2004), admitting one's limitations and mistakes (Brookfield, 1997; Palmer, 2000); dialogue (Freire, 1972) and developing genuine relationships (Cranton & Carusetta, 2004), which "foster the growth and development of each other's being" (Jarvis, 1992, p. 113); and, living a critical life (determining how one is different from, and the same as, the collective (Sharp, 1995) and developing one's personal style (Cranton & Carusetta, 2004) through "individuation" (Dirkx, 2000).

Authenticity develops through integrating the personal with the professional: the sense of self (beliefs) and the teacher self (actions). Critical reflection and transformative learning are the means by which authenticity is achieved. As we now know so clearly from this study, many intrapersonal qualities underpin and empower criticality and authenticity. A fundamental and integral goal of teacher education must surely then be critically reflective, authentic teachers.

As this study has confirmed, mastery and the capacity for generosity of spirit in overcoming situations of significant challenge and dissonance are only achieved through transformative learning. The implications are that university- and school-based teacher educators, and BEd intern teachers, turn to the literature and evidence-based research to know and understand how to go about the process of teaching and

learning for critical reflection and transformation of HoM and PoV within meaning perspectives.

Several theorists are worthy of further consideration in enhancing teacher education student and intern teacher critical reflection. In particular further developing the process of profound change through: U-shaped theory (Scharmer, 2001); presencing (Senge, et al., 2004); “stepping out” and taking the role of the “observer” seriously and looking at the whole in a reflective act (Peschl, 2007); and reframing and creating new dimensions and new semantic categories within meaning perspectives (Glaserfeld, 1989).

Redefining the role: School-based teacher educators

Non-critical reflection is the most common form of reflection the intern teacher under-takes with their mentor teachers. Although non-critical (Content and Process) reflection at the outer levels of intern teachers’ meaning perspectives was shown in this study to be very necessary in managing environments and behaviours, and plays a decisive role in bringing the emotions under control, intern teachers and university- and school-based teacher educators need to be aware of the potential for deeper (transformational) learning that awaits. By altering teacher education to include learner education (from non-critical reflection through to critical reflection and hence transformative learning), our intern teachers and graduates are more likely to transition from technical, instrumental and cumulative learning to mastery, generosity and individuation. Self-efficacy beliefs will then be strengthened by authenticity- the most rigorous means of all.

Encouraging the meta-language of theory in internship discourse

The upshot of the finding that although intern teachers may well implement theories of teaching, learning and classroom and behaviour management in their internship classrooms, failure to use the meta-language within discourse points to shortfalls in the teacher education process. It also confirms the need for critique of current assumptions and expectations within the Professional Teaching Standards (NSW IT, 2005, p. 11) regarding the capacity of the Graduate Teacher (and the intern who is assessed against such criteria) to “reflect critically”. As I tussled with understanding how this situation might be addressed, it was clear that understanding the reasons behind it were crucial.

Developing intern teachers' deep knowledge and understanding of BEd theory and meta-language

Firstly, I began to question whether much of what is taught in BEd coursework really amounts to cumulative (Flavell, 1963; Piaget, 1952) or mechanical (Nissen, 1970) learning for the student. What we do know of cumulative learning is that it sits in isolated pockets separate from an existing frame of reference (schema), and occurs “only in ... situations where one must learn something with no context of meaning or personal importance” (Illeris, 2003, p. 402).

The findings in this study point to issues of cumulative learning, in particular, the lack of a deep knowledge and understanding of specific theories of learning and/or behaviour management taught in coursework, and therefore the inability to explicitly recognise their relevance and apply them to meet the needs of students within their classroom. Of course we have already established that in times of high emotion and dissonance the fallback position of individuals who are unable to critically reflect, is the gestalt of the past or emulation of the mentor teacher through assimilating PoV.

Understanding how BEd students and interns can overcome the limitations of the cumulative learning approach may be found in the evidenced-based approaches of Quality Teaching in NSW Public Schools (New South Wales Department of Education and Training, 2003). Of particular relevance are the concepts of Intellectual Quality and Significance. The former advocates deep knowledge and understanding, problematic knowledge, higher-order thinking and substantive communication. The latter makes links with students' background and cultural knowledge, knowledge integration, connectedness and developing a narrative rich in the meta-language of teaching and learning theories.

Theories taught within the BEd must necessarily be engaged with using higher orders of thinking (L. W. Anderson & Krathwohl, 2001): to be applied in teaching and learning environments; to be evaluated in terms of effectiveness; and to be synthesised within meaning perspectives (HoM, PoV and meaning schemes). For BEd students and intern teachers to develop more open, better justified and self-authored meaning perspectives necessitates understanding the frames of reference which they bring to their teacher education, which inform their actions, and upon which they build. BEd students and intern teachers must become practised at looking inwardly

upon their HoM and PoV, the theories of action (Argyris & Schön, 1978) they bring to their teaching. This critique needs to commence in the early units of teacher education coursework, and within the first practicum in which the teacher education student begins to transition from school student to teacher. Such an approach would be useful, as I suggested in my earlier writing (Jones, 2009, p. 17):

A helpful way of overcoming the apparent divide between theory and practice in teacher education is to empower students to see their learning as “theory making” and themselves as: i. “theory-makers and shakers”, piloting their own plane; ii. capable of landing the plane of theoretical intentions on the runway of pedagogical planning; iii. disembarking into the terminal of classroom practice; and, iv. emboldened by their efficacy beliefs which determine the accuracy and potency of ‘touch down’ and engagement. By empowering teacher education students to understand that theory finds its meaning and purpose when it disembarks and engages in the context to which it refers, students, thus empowered, are more likely to embrace Lewin’s view that “there is nothing so practical as a good theory” (1951: 169) and to bridge for themselves the precarious divide between theory and practice.

To fail to introduce BEd students to critical reflection at the core of their meaning perspectives from the outset, and to fail to assiduously value and support such thinking throughout coursework and practicum and internship learning, is to limit learning to that of assimilation of PoV rather than the far greater rigour and depth of transforming HoM.

Developing mentor teachers’ deep knowledge and understanding of BEd theory and meta-language

Mentor teachers, like the interns they mentor, are unlikely to engage in discourse using particular meta-language/theories without deep knowledge and understanding of them. Rather than schools, their Principals and teachers supervising/mentoring BEd students with minimal opportunity for understanding the theory and coursework that precedes the student/intern teacher’s school-based experience, it is recommended school-based teacher educators have engagement with, and input into, BEd university-based teaching and learning; and that university teacher educators and intern teachers engage with evidence-based ongoing professional development that takes place for in-service teachers. In this study it was found that worthwhile learning occurred when interns and mentor teachers engaged in professional development together. The potential for a shared discourse alongside intern teachers’ autonomy to implement professional learning, enabled transformative learning.

Further to this point, the tendency to employ personnel not engaged in the development and delivery of BEd coursework as internship supervisors is

problematic. This approach exacerbates existing limitations found regarding shared discourse and intern teacher learning.

Secondment of experienced teachers to university-based teacher education

Also encouraged, as a means of strengthening the integration of the meta-language of theory into BEd teacher education discourses, is to examine the reestablishment of various forms of secondment of primary school teachers into teaching positions within BEd university coursework. My personal experience was one of secondment. I returned to theories of teaching and learning with a richness of classroom experiences and was better able to weave a narrative of the ways in which I had incorporated theories and evidenced-based practices to enhance the learning of students in my classroom. Bringing theory to life in this way benefits BEd students/intern teachers' learning, since they see the relevance of theory to classroom practice.

A shift in the conceptualisation of university- and school-based teacher educators brings its own opportunities. For example, knowledge of the nature of BEd intern teacher learning, brought about by this study, calls for a collaborative response, and joint professional learning opportunities in how and why to scaffold critical reflection and optimum transformative learning. Currently, the assumption is made that supervising/mentor teachers will automatically know how to achieve these ends without any ongoing professional learning. The development and delivery of courses on these issues may assist experienced teachers to meet Professional Accomplishment and/or Professional Leadership competencies within the NSW IT Professional Teaching Standards, and may form part of Masters of Education units, thus benefiting all stakeholders.

PRESENTATION OF THE LEARN T 2012 THEORETICAL FRAMEWORK

In Chapter 8, detailed explanations were given regarding the refinement of the LEARN T theory framework, first published in 2009, in response to its implementation as a template for analysis. Changes to the five key concepts of Efficacy and Action, Reflection (in-action and on-action) and Theory making were justified. Also substantiated was the inclusion of four additional factors found to impact upon 4th year BEd intern teachers' learning. These included:

- prior Learning;

- problematic/non-problematic contexts, with/without support belonging and autonomy;
- dissonance (acute, persistent, persistent and acute)/no dissonance; and
- context- and task-specific self-efficacy beliefs (high, medium or low).

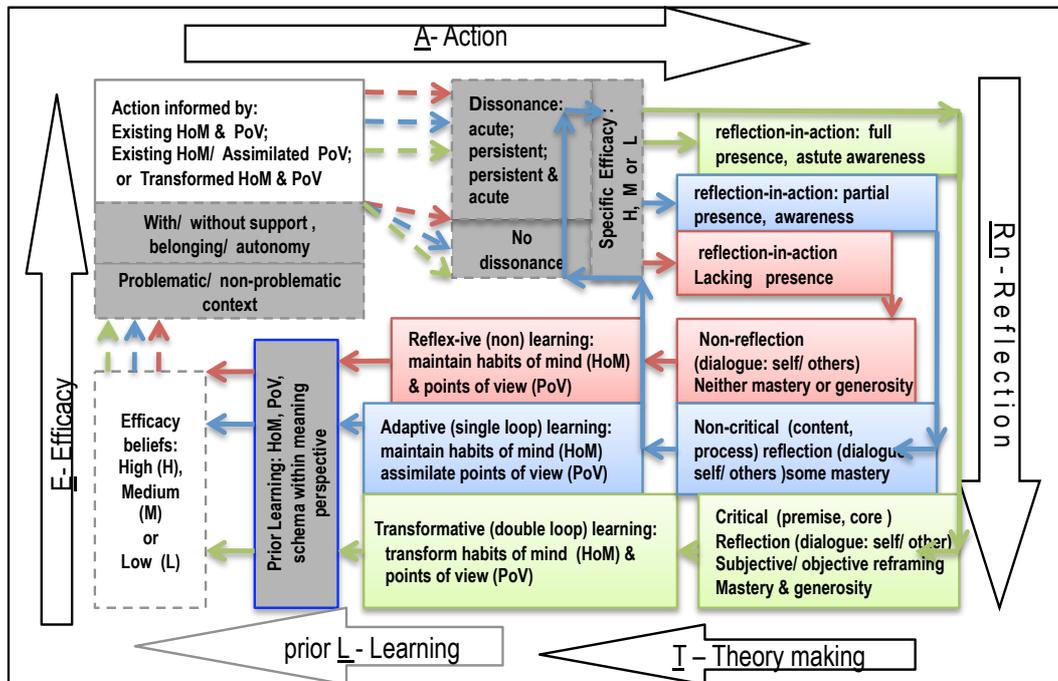


Figure 9.1: LEARNt 2012 theoretical framework

The model in Figure 9.1 encapsulates much of what is now known about the diverse and complex nature of intern teachers' learning, as examined in this study. Transformative, adaptive and reflex-ive approaches to learning (explained separately in Chapter 8) are now integrated there. Some of the key relationships illuminated by the current study can now be discussed.

Implications of the study on the LEARNt 2012 theoretical framework

The 2012 iteration of LEARNt captures a complex and dynamic cyclical set of processes that is intern teacher learning. To summarise, intern teachers bring Prior learning (HoM and PoV meaning schemes within meaning perspectives) and a general sense of efficacy to their internship school and classroom. The intern perceives the context as either problematic or non-problematic and experiences support (belonging) and autonomy diversely. When facing a particularly challenging experience dissonance may or may not arise, and self-efficacy beliefs may or may not be diminished. However, more crucial than dissonance or self-efficacy belief is the

degree of presence that differentiates the path to critical, non-critical or non-reflective thinking and thus to transformative, adaptive or reflex-ive learning. This knowledge has shaped the 2012 iteration of LEARNt, which has implications for the BEd.

Implications of the LEARNt theoretical framework for BEd teacher education

What I call LEARNt 2012 provides a framework for understanding learning, and more specifically, for all stakeholders in teacher education to understand and respond to the nature of intern teacher learning. Significant implications arise within the sphere of teacher education now that we know and better understand the nature of intern teacher' learning.

The place of prior learning in teacher education

A necessary component of BEd teacher education coursework, and practicum and internship experiences, must surely be to teach and equip the student/intern with knowledge and understanding of the prior Learning (HoM, PoV and schema within meaning perspectives/theories of action) they bring to their internship experience, and which inform their Efficacy and Actions. Also essential is the knowledge of how to interrogate these through critical reflection, so that their professional teaching behaviours (competencies) continue to develop based on the most open, justified and self-authored frames of reference (Cranton, 2006), rather than pre-existent, uncritically assimilated HoM and PoV. Cranton and King (2003, p. 32) warn of the danger of such a limited approach 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."

The place of dissonance/no-dissonance and self-efficacy beliefs

There is a very clear responsibility for preparing intern teachers for the often highly emotional task of testing their prior learning in internship teaching. Surely a key responsibility of teacher education is to ensure interns understand the place of emotions in learning and are well equipped for dealing with inevitable threats of chaos that arise in times of persistent and/or acute dissonance. Also encouraged is the understanding that dissonance is not necessarily a precursor to critical reflection. Risk-taking, for example, through the implementation of an additional competency, is also a significant catalyst for critical reflection and transformative learning.

The place of presence and reflection in learning

We now know that the capacity for reflection-in-action characterised by full presence plays an essential role in intern teachers' reflection and learning. This knowledge raises important imperatives in BEd university- and school-based teaching and learning. The implication is that BEd students in university- and school-based learning have modelled, guided and independent opportunities for observing, analysing and practising presence (mindfulness, awareness) from the commencement of their teacher education.

The place of reflection-in-action and Theory making (learning)

Findings from this study support the view that there are diverse and complex processes to intern teacher learning. LEARNt theory 2012 attempts to capture these. In making either subconscious or deliberate choices, the individual may achieve very different types of learning (or non-learning), and varying degrees of mastery, generosity, authenticity and individuation. In developing a deeper knowledge and understanding of how an intern teacher learns, I strongly endorse a deliberate practice of scaffolding transformative learning throughout BEd coursework and practicum/internship experiences.

Implications of LEARNt for the NSW IT Professional Teaching Standards and subsequent frameworks

For presence and reflection to be more fully valued within the teaching profession they must be more fully understood and valued for their integral role in the development of ongoing teacher learning and professional development. I advocate that consideration be given to the incorporation of concepts of presence and reflection into future Professional Teaching Standards frameworks.

FUTURE RESEARCH

Having synthesised knowledge regarding the nature of 4th year BEd intern teachers' learning, and articulated the same through LEARNt 2012, investigation is needed to understand how we as teacher educators, and teacher accreditation bodies, might effectively respond. It is therefore proposed that future studies focus upon the deliberate implementation and evaluation of university- and school-based approaches, which enable teacher education students and intern teachers:

- *to make overt and to continually critique the prior learning* (HoM and PoV) they bring to teacher education, which shapes the way they respond to theoretical concepts introduced in coursework and the way they integrate theory to address specific learning and behavioural needs encountered in practicum and internship school contexts; and
- *to explicitly build the critically reflective meta-cognitive practices of double-loop, transformative learning* (Mezirow, 2000a), as articulated in the LEARnT 2012 theoretical framework. For example, to engage in non-critical reflection at the outer levels of meaning perspectives by practising presence, addressing the immediate issues of environment, behaviours and competencies to bring the emotions under control and restore self-efficacy belief; and then to transition to critical reflection at the inner levels of meaning perspectives by critiquing the ways in which the new theory encountered, or the specific learning or behavioural needs that arose, impacted on their beliefs, teacher identity and/or sense of mission (Korthagen & Vasalos, 2005).

Such studies will provide tremendous insights into how mastery, generosity and authenticity are most effectively scaffolded amongst BEd students and intern teachers.

Further research is also urged to critique (i) how current BEd coursework, practicum and internship approaches are being used to *support critically reflective discourse* between the BEd student/intern teacher, and the university- or school-based teacher educator/mentor; and in the light of such evaluation, (ii) to develop more rigorous, evidence-based frameworks of how to enhance: critically reflective discourse between the BEd student/intern and teacher educators; critical reflection that takes account of the literature; and teacher and learning efficacy through authentic practice. To achieve such ends we also need to understand the kind of professional development needed to support these outcomes.

Further *evaluation of the effectiveness and validity of the Professional Teaching Standards* (NSW IT, 2005) (and the National Professional Standards for Teachers, (AITSL, 2011) for encapsulating all that teachers need to “know, do and commit to” is strongly urged. The findings in this study support the argument in Chapter 2 that the use of Standards frameworks based upon a technical–rational epistemology of

practice constitutes a limited view of teachers' work (Kalantzis, 2002; Schön, 1983; Tickle, 1999; Usher, et al., 1997; White & Moss, 2003). For example, intrapersonal qualities were critical for dealing with the most challenging experience intern teachers faced, requiring them to demonstrate far more than a set of professional teacher competencies. Further research is necessary to explore the ways in which Standards capture the professional and the intrapersonal.

Factors such as the relationships between mature-age *entry into the BEd* and an *additional competency area* were important factors in the intern teachers' transformative approaches to learning. I encourage further studies of mature-age teacher education students, with a specific focus on the qualities, which contribute to their criticality. In conjunction, similar studies are essential to ascertain the qualities that contribute to or diminish the criticality of BEd students enrolled immediately following secondary schooling. This knowledge will inform decision-making regarding entry into the BEd, and the subsequent priorities of teaching and learning experiences to meet the diverse zones of proximal development of teacher education students. Further investigation of the role of an additional competency area in BEd student/intern teacher learning is also encouraged.

Future studies *introducing LEARnT as a theoretical framework* for further understanding the complex process of learning in teacher education are strongly encouraged. For example, within the internship there is the potential for the intern teacher and/or the mentor teacher to use LEARnT as a scaffold for knowing and understanding the factors involved in the learning process, for improving the relationships between those factors, and for analysing and evaluating the effectiveness of a particular approach in the face of a specific challenge. The LEARnT theoretical framework could be introduced to a cohort of first-year BEd students (a group of intern teachers and their mentors) in an action research setting so that the framework can be refined in the light of feedback. Trailing LEARnT through Action Research would provide further evidenced-based development of aspects of the framework and highlight the ways in which it can be most effectively introduced within university- and school-based teacher education experiences.

OVERALL CONCLUSIONS OF THE STUDY

The purpose of this thesis was to understand the nature of 4th year BEd (Primary) intern teachers' learning, in terms of LEARnT theory. The study examined intern teacher learning at the point of significant challenge, and also focused upon the relationship between self-efficacy belief, reflection and depth of learning. In addition, the process was one of theory testing with the LEARnT theoretical framework being implemented as an a priori template during within-case study analysis.

The study provided new insights into the nature of BEd intern teacher learning, notably: 60% engaged in critical reflection and transformative learning; 25% engaged in non-critical reflection and adaptive learning; and 15% were demonstrated non-reflection and reflex-ive learning. This knowledge challenges rethinking of the emphasis placed upon critical reflection within university- and school-based teacher education, and teacher accreditation frameworks such as the NSW IT Professional Teaching Standards (NSW IT, 2005).

The second major finding is that authenticity, achieved through transformative learning, proved the most rigorous basis for strengthening intern teacher efficacy belief. This knowledge enriches what is already known about mastery and vicarious experiences, verbal persuasion and physiological states as sources of efficacy (Pajares, 2002). It also advances the valuing and explicit teaching of critical reflection and practice within university- and school-based teacher education.

A third major finding concerns confirmation of the LEARnT theoretical framework as a meaningful tool for understanding the complex nature of BEd intern teacher learning. Not only that, LEARnT 2012 has the potential to provide a framework for teacher educators, teacher education students and intern teachers to understand the nature of their own learning, and the learning of their students. Such an approach would promote authentic practice in university- and school-based teacher education and, more widely, within the profession.

Developing the capacity for transformative learning and autonomous thinking must become the core goal of teacher education. The (intern) teacher does not learn simply by engaging in experiences, but from critically reflecting upon that experience. Teacher education is not simply preparation for teaching, but for ongoing teacher

learning in response to the realities of classroom and school contexts, in which much is outside the control of the intern (or graduate) teacher. It is therefore imperative that alongside the essential professional teaching competencies to manage classrooms and meet the behavioural and learning needs of students, we as teacher researchers and educators prepare teachers with the meta-cognitive and emotional stamina to take charge of that which lies within their control – their reflective thinking and learning.

In this way (intern) teachers will be sustained and stimulated in their professional practice through the realisation of transformative - communicative and emancipatory-learning.

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APPENDICES

APPENDIX 4.1. TEACHER SENSE OF EFFICACY SCALE

Table a: Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001)

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		How much can you do?								
		Nothing	Very little			Some influence	Quite a bit		A great deal	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to control disruptive behaviour in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to motivate students who show low interest in schoolwork?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you make your expectations clear about student behaviour?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get students to believe they can do well in schoolwork?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17.	How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19.	How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21.	How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24.	How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX 4.2. LEARNER SELF-EFFICACY BELIEFS SURVEY

Table b: Learner Self-Efficacy Beliefs Survey (Jones, 2006)

This questionnaire is designed to gain a better understanding of a tertiary student's perspective on their learning.		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Please indicate your opinion about each of the following statements.						
Your answers are confidential.						
1.	I believe my academic work at university is important.	1	2	3	4	5
2.	I believe in my ability to cope with the demands of this degree.	1	2	3	4	5
3.	I am in control of my learning.	1	2	3	4	5
4.	I am motivated by the engagement and intrinsic value of most learning tasks.	1	2	3	4	5
5.	I clarify new concepts by associating them with real-life situations and experiences.	1	2	3	4	5
6.	I am motivated to put in extra effort by the possibility of gaining extra marks.	1	2	3	4	5
7.	I am never satisfied with less than perfection and compare my results with others.	1	2	3	4	5
8.	I work hard at university to please my lecturers and family.	1	2	3	4	5
9.	I find collective assessment of co-operative learning a true indication of my academic achievement.	1	2	3	4	5
10.	I systematically plan my university work, setting short and long term goals.	1	2	3	4	5
11.	I ensure I have the right environment to get my work done.	1	2	3	4	5
12.	I am able to appreciate the progress I have made to this point in my studies.	1	2	3	4	5
13.	I continually evaluate and reflect upon ways I can improve my work.	1	2	3	4	5
14.	When I fail it's often because the task was too difficult or it was just bad luck.	1	2	3	4	5
15.	I feel quite anxious about university assignments and assessments.	1	2	3	4	5
16.	I am motivated to study to avoid failure and disapproval.	1	2	3	4	5
17.	I am inspired by the positive role-models of my successful peers.	1	2	3	4	5
18.	I do not think I have much control over how I perform at university.	1	2	3	4	5
19.	I limit my chances of success by procrastinating or disrupting others.	1	2	3	4	5
20.	I consciously build meta-cognitive strategies that help me learn and apply knowledge.	1	2	3	4	5
21.	I often feel like giving up or quitting at university when I am not achieving my goals.	1	2	3	4	5
22.	I persist with challenging tasks that require analytical thinking.	1	2	3	4	5
23.	I engage in most set tasks with a determination to find meaning and relevance.	1	2	3	4	5
24.	I integrate newly introduced concepts, theories and strategies associated with teaching and learning in my assignments and seminars.	1	2	3	4	5
25.	I feel my efforts are worthwhile when I receive extrinsic rewards.	1	2	3	4	5
26.	I rise to the occasion when the lecturer has high expectations of me and I'm scaffolded.	1	2	3	4	5
27.	I use my initiative to seek support when I am unsure or overwhelmed.	1	2	3	4	5
28.	I appreciate and integrate constructive feedback.	1	2	3	4	5
29.	The e-portfolio is an effective tool for demonstrating my personal and professional growth.	1	2	3	4	5
30.	I know that with effort and skill I can achieve the goals I set as a developing teacher.	1	2	3	4	5

APPENDIX 4. 3. DESIGN OF THE LEARNER SELF-EFFICACY BELIEFS SURVEY

The fundamental goal in designing the LSEB Survey was “relevance” and “accuracy”. By ensuring each item was relevant to meeting the purpose of the research and that the data to be collected were reliable and valid, the integrity of each participant’s responses contributed to the overall quality of the instrument. For example, Item 1, “I believe my academic work at university is important” draws upon the adaptive cognitive (“booster”) dimension reflected in Martin’s (2001) mastery oriented thinking. Key authors who acknowledge the relationship between valuing learning and high learner efficacy include: Pintrich, Smith, Garcia & McKeachie (1991); Zimmerman, (1989); Ashton, (1984); and Bandura, (1977).

In endeavouring to develop quantifiable measures of factors impacting on student motivation for learning, Martin (2001, p. 6) proposed a simple separation of measures into those that impact either positively or negatively on learners’ thinking and behaviour. These theoretically informed factors were operationalised as: adaptive cognitive; adaptive behavioural; impeding; and maladaptive dimensions. Martin explains (2006, p. 74):

Adaptive dimensions comprise cognitions subsumed by self-efficacy, mastery orientation and valuing of school [university] and also comprise behaviours subsumed by persistence, study management, and planning. Impeding dimensions comprise anxiety and failure avoidance. Maladaptive dimensions are uncertain control and self-handicapping.

Dimensions of learning: Indicators of learner efficacy

Martin proposes that adaptive cognitive and behavioural dimensions “boost” (enhance), whereas impeding dimensions “muffle” (stifle) and maladaptive dimensions “guzzle” (devour) potential effective learner thoughts and behaviours. This study drew upon the strong correlation between Martin’s dimensions and the authors discussed in Chapter 2 who support the view that self-efficacy beliefs filter to either: adaptive; maladaptive; or impeding affect.

Connecting each key concept with the literature was a pragmatic way of designing items that would explicitly ascertain the learner self-efficacy beliefs of the teacher education student. The following four tables provide an overview of the 30 items within the LSEBS, which capture adaptive cognitive; adaptive behavioural; impeding;

or maladaptive dimensions (Martin, 2006) of learning and learner efficacy, and the authors who informed specific item wording:

- Table a. Literature informing items within the adaptive cognitive dimension;
- Table b. Literature informing items within the adaptive behavioural dimension;
- Table c. Literature informing items within the impeding dimension; and
- Table d. Literature informing items within the maladaptive dimension.

Literature informing the Adaptive Cognitive Dimension of the LSEB Survey

The first of these four tables presents the adaptive cognitive or “booster” dimensions believed to be indicative of high learner efficacy. Table a explains the eight items (Items 1, 4, 5, 9, 23, 24, 28 and 29) concerned with adaptive or positive thought processes enhancing academic efficacy, valuing, persistence and mastery orientation, planning, and self-belief.

Table a: Literature informing items within the adaptive (‘booster’) cognitive dimension

	Item wording	Key Author contribution
Valuing of learning	Item 1: I believe my academic work at university is important.	Bandura (1997) Pintrich, Smith, Garcia & McKeachie (1991) Zimmerman (1989) Ashton (1984)
Valuing of learning	Item 23: I engage in most set tasks with a determination to find meaning and relevance.	Miller, Greene, Montalvo, Ravindran & Nichols (1996) Ashton (1984) Ashton & Webb (1982, 1986)
Valuing of learning	Item 28: I appreciate and integrate constructive feedback.	Pintrich, Smith, Garcia, & McKeachie (1991)
Mastery orientation	Item 4: I am motivated by the intrinsic value of most learning tasks.	Nicholls (1989) Brouwers & Tomic (2001)
Mastery orientation	Item 5: I clarify new concepts by associating them with real-life situations or experiences.	Nicholls (1989) Zimmerman (1989)
Mastery orientation	Item 9: I find the collective assessment of co-operative learning a true indication of my academic achievement.	Nicholls (1989) Ashton (1984) Ashton & Webb (1982, 1986)
Mastery orientation	Item 24: I integrate newly introduced concepts, theories or strategies associated with teaching and learning in my assignments or seminars.	Pintrich et al. (1991) Pajares (1992)

Mastery orientation	Item 29: I find that developing the Professional e-Portfolio is an effective tool for demonstrating my personal and professional growth.	Nicholls (1989) Bandura (1977) Zimmerman (1989) Ashton (1984) Ashton & Webb (1982, 1986)
Self-efficacy	Item 2: I believe in my ability to cope with the demands of this university degree.	Brouwers & Tomic (2001) Miller et al. (1996) Bandura (1977) Brouwers & Tomic (2001)
Self-efficacy	Item 3: I am in control of my learning.	Nicholls (1989) Bandura (1977) Brouwers & Tomic (2001)
Self-efficacy	Item 17: I am inspired by the positive role-models of my successful peers.	Nicholls (1989)
Self-efficacy	Item 26: I rise to the occasion when the lecturer has high expectations of me and I am well scaffolded.	Miller et al. (1996) Brouwers & Tomic (2001)

Literature informing the Adaptive Behavioural Dimension of the LSEB Survey

The second of the four tables details the Adaptive Behavioural, a second “booster” dimension suggestive of high learner efficacy. Within the LSEB Scale, eight of the 30 items were based upon the adaptive behavioural dimension. Table b demonstrates the links between Items 10, 11, 12, 13, 20, 22, 27 and 30 and the literature regarding positive behaviours indicative of high learner self-efficacy beliefs.

Table b: Literature informing items within the adaptive (‘booster’) behavioural dimension

	Item wording	Key Author contribution
<i>Persistence</i>	Item 12: I am able to appreciate the progress I have made to this point in my studies.	Miller et al. (1996) Ashton (1984) Ashton & Webb (1982, 1986) Brouwers & Tomic (2001)
<i>Persistence</i>	Item 22: I persist with challenging tasks that require higher order thinking.	Miller et al. (1996) Bandura (1977)
<i>Planning, self-regulation</i>	Item 27: I use my initiative to seek support when I am unsure or overwhelmed.	Nicholls (1989)
<i>Planning, self-regulation</i>	Item 10: I systematically plan my university work, setting short and long term goals.	Nicholls (1989) Bandura (1977) Ashton (1984) Ashton & Webb (1982, 1986)
<i>Planning, self-regulation</i>	Item 13: I continually evaluate and reflect upon ways I can improve my work.	Weiner (1972) Bandura (1997)

<i>internal locus of control</i>		Ashton (1984) Ashton & Webb (1982, 1986)
<i>Planning, self-regulation</i>	Item 30: I know that with effort and skill I can achieve the goals I set myself as a developing teacher.	Internal 'locus of control' Weiner (1972: 203) Ashton (1984) Ashton & Webb (1982, 1986)
<i>Planning, self-regulation</i>	Item 11: I ensure I have the right environment to get my work done.	Pintrich & DeGroot (1990) Brouwers (2001)
<i>Planning, self-regulation</i>	Item 20: I consciously build meta-cognitive strategies that help me learn, recall and apply knowledge.	Nicholls (1989) Bandura (1977) Pajares (1992)

Literature informing the Impeding Dimension of the LSEB Survey

As with the adaptive dimensions, so too ascertaining the place of impeding and maladaptive dimensions in participants' thinking provided a lens into the nature of learner self-efficacy beliefs. As Pajares (in Maehr & Pintrich, 2003, p. 4) states:

When people experience aversive thoughts and fears about their capabilities, those negative affective reactions can themselves further lower perceptions of capability and trigger the stress and agitation that help ensure the inadequate performance they fear.

Items reflecting the impeding dimension of learner efficacy in the LSEBS focused attention on the individual's propensity for disengagement (e.g., I often feel like quitting), projection of an external locus of control (failure related to task difficulty or bad luck), and self-handicapping strategies such as limiting success through procrastination.

The third table, Table c, provides an insight into the Impeding or "muffler" dimension. Six of the 30 items within the LSEB Scale were focused upon the impeding dimension. These items were developed to capture traits of "perfectionism", "anxiety", "failure avoidance" and "uncertain control" believed to "muffle" learner efficacy and impede learning.

Table c: Literature informing items within the impeding ('muffler') dimension

	Item wording	Key Author contribution
<i>Perfection/anxiety</i>	Item 7: I am never satisfied with less than perfection and compare my results with others.	Pintrich & DeGroot (1990)
<i>Failure avoidance</i>	Item 6: I am motivated to put in extra effort by the possibility of gaining extra marks.	Harter, Whitesell & Kowalski (1992)
<i>Failure avoidance</i>	Item 8: I work hard at university to please my lecturers and family.	Nicholls (1989)
<i>Failure avoidance</i>	Item 16: I am motivated to study to avoid failure and disapproval.	Harter, Whitesell & Kowalski (1992)
<i>Failure avoidance</i>	Item 25: I feel my efforts are worthwhile when I receive extrinsic rewards.	External 'locus of control' Weiner (1972: 203)
<i>Anxiety</i>	Item 18: I do not feel I have much control over how I perform at university.	Pintrich & DeGroot (1990) Ashton (1984) Ashton & Webb (1982, 1986)

Literature informing the Maladaptive Dimension of the LSEB Survey

Table d is the final table provided in this Appendix to provide an insight into the design of the LSEB Survey. The items reflecting the maladaptive dimension referred to: perfectionism (comparing results with others); failure avoidance (being motivated to put in extra effort by extra marks); working hard to please lecturers and family; motivation to study to avoid failure; relying on extrinsic rewards to confirm that efforts were worthwhile; uncertain control (feeling anxious about university assignments and assessments); and not having much control over one's own learning.

Table d: Literature informing items within the maladaptive “guzzler” dimension

	Items wording	Key Author contribution
<i>Uncertain control</i>	Item 21: I often feel like giving up or quitting at university when I am not achieving my goals.	Connell (1985) Ashton (1984) Ashton & Webb (1982, 1986)
<i>Uncertain control external locus of control</i>	Item 14: When I fail it is often related to task difficulty or it was just bad luck.	Weiner (1972, 1994)
<i>Uncertain control</i>	Item 15: I feel quite anxious about university assignments and assessments.	Midgley, Arunkumar & Urda (1996)
<i>Self-handicapping</i>	Item 19: I limit my chances of success by procrastinating or disrupting others.	Weiner (1972, 1994)

In the final table, concepts of the maladaptive or “guzzler” dimension, specific attempts were made to encapsulate what Martin (2001) calls “uncertain control” thoughts and “self-handicapping” behaviours, through the specific item wording. Within the LSEB Scale, four of the 30 items were based upon the maladaptive or “guzzler” dimension.

To recapitulate, Bandura (1986, 1997) confirms that individuals’ personal efficacy forms the key factor of human agency. Thus Bandura would argue that teacher education students with low self-efficacy beliefs are more susceptible to perceiving that things are more difficult than they really are; the stress created then narrows their problem-solving potential (Pajares, in Maehr and Pintrich, 2003, p.5), in effect impeding constructive thoughts and limiting engagement and success in learning.

Item format

The thirty items within the LSEB are convergent or closed. De Vaus (1995) and Ellis (1994) advocate for this structure, believing responses are less vulnerable to misinterpretation. De Vaus (1995, pp. 86-87) asserts that closed questions: are more inclusive of respondents with diverse abilities to articulate; stimulate respondents’ thinking; and have less potential for bias than more eloquent responses. To this end, careful attention was given to the construction of clear item statements ensuring participants were given the opportunity to convey insights into their own learner self-efficacy beliefs. Nonetheless consideration was also given to the views of Crano and Brewer (2002, pp. 278-279) who state that open-ended items: do not limit responses;

reflect respondent thoughts with greater fidelity; and avoid the potential for ambiguity. Hence five divergent, or open-ended, items were also included.

Item order and wording

The LSEBS aimed to engage respondents by avoiding “difficult to answer questions, time-consuming, embarrassing or personally threatening” items (Warwick & Lininger, 1975, p. 127) and structuring items so as to minimise the potential for multiple interpretations of questions due to the varying backgrounds of the participants (Marshall & Rossman, 1993:135). Items that are misread or misunderstood cannot possibly provide the sought-for information, and thus should be avoided; “the more direct the question, the more likely is the true meaning of the query to be understood” (Crano & Brewer, 2002, p. 278). Tourangeau, Lance and Rasiniki (2000), Marshall & Rossman (1999) and Cohen and Manion (1997) likewise support the goal of developing a methodologically rigorous instrument; one in which clear and unambiguous items have the greatest potential to elicit well-considered answers.

Pajares (in Maehr & Pintrich, 2003, p. 8) instructed that “items should be worded in terms of can, a judgment of capability, rather than of will, a statement of intention”. To these ends LSEBS items were worded in terms of “I” statements focusing upon capability. For example, “I believe my academic work at university is important” and “I use my initiative to seek support when I am unsure or overwhelmed.”

Crano and Brewer (2002) emphasise that the order and the wording of items determine the engagement of respondents. Within the LSEBS closed items were placed before the five open-ended written response items, and within the convergent items, more generalised items came before the specific. For example, Item 3, “I am in control of my learning” to Item 29, “I find that developing the Professional e-Portfolio is an effective tool for demonstrating my professional growth” and then to the higher-order thinking demands of the open items such as, “What aspects of the BEd experience have impacted your sense of learner self-efficacy beliefs the most?” Formulating items that were relevant and unambiguous ensured the integrity of responses, in terms of addressing the research questions (Cohen & Manion, 1997; Crano & Brewer, 2002; Ellis, 1994; Tourangeau, et al., 2000).

LSEBS Response

Likert-type (1932) scaling, within the LSEB questionnaire, enabled respondents to verify the strength of their position (de Vaus, 1995, p. 90) in relation to each item. Despite the inclination of some behavioural researchers to disagree as to the “interval” nature of a Likert-type scale, Cooksey (2007, p. 19) asserts that, “in the social, management, psychological and educational domains, a commonly used interval scale (although some researchers might dispute this), particularly in surveys, is the Likert-type scale”. However, having acknowledged a certain level of disgruntlement, Cooksey (2007, p. 19) reassures us that:

Most research journals in the behavioural sciences do not seriously query the treatment of Likert-type scales as interval scales. Likert-type scales are useful for measuring attitudes, beliefs, opinions, and similar psychological constructs and sentiments.

The breadth of the Likert scale used in this questionnaire extended from: “Strongly agree” (1); “Agree”(2); “Uncertain”(3); “Disagree” (4); to “Strongly disagree” (5). The provision of “Uncertain” was included to avoid moulding respondents into a reply that did not necessarily reflect their thinking (Crano & Brewer, 2002). Although this created the potential for respondents to avoid answering the item in the affirmative or the negative it was important not to insist on an opinion since a danger lies in obligating participants to respond, forcing less than sincere responses (Crano & Brewer, 2002; Fink, 1995).

APPENDIX 4.4. RASCH RANKING OF TEACHER SENSE OF EFFICACY SCALE DATA

Table a: Rasch ranking of Teacher Sense of Efficacy Scale (TSES) data⁹

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
106	-4.33	1.87	2.59	1.76	2.3
146	-4.33	0.79	-0.72	0.85	-0.45
149	-3.92	0.97	0	1.02	0.15
107	-3.51	0.67	-1.22	0.65	-1.32
114	0.89	0.69	-1.11	0.71	-1.01
111	1.36	1.57	1.76	1.52	1.63
139	1.36	1.13	0.51	1.22	0.81
117	2.81	1.56	1.72	1.57	1.72
157	4.32	1.32	1.07	1.39	1.24
171	4.32	1.6	1.79	1.65	1.91
170	4.84	0.62	-1.35	0.67	-1.12
166	5.37	1.25	0.87	1.23	0.82
127	6.44	0.82	-0.52	0.81	-0.58
147	6.99	0.29	-3.17	0.31	-3.03
177	6.99	1.5	1.5	1.43	1.35
143	9.86	0.51	-1.83	0.51	-1.83
161	9.86	0.68	-1.08	0.72	-0.92
165	10.46	0.62	-1.33	0.64	-1.26
102	11.06	1.64	1.84	1.64	1.85
169	11.06	0.72	-0.91	0.73	-0.86
121	11.67	0.26	-3.45	0.26	-3.43
130	11.67	1.85	2.33	1.88	2.4
182	11.67	0.72	-0.92	0.71	-0.94

⁹ Ranking is based upon “Measure” and proceeds from lowest to highest.

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
119	12.92	1.41	1.28	1.37	1.21
113	13.55	0.75	-0.81	0.75	-0.82
140	13.55	1.4	1.28	1.4	1.29
132	14.2	0.72	-0.92	0.72	-0.93
178	14.2	1.1	0.41	1.1	0.43
101	14.84	1.42	1.33	1.37	1.22
126	16.16	0.4	-2.57	0.4	-2.58
129	16.16	3.18	4.85	3.04	4.68
134	16.16	0.51	-1.91	0.52	-1.91
135	16.16	0.77	-0.76	0.77	-0.73
105	16.83	0.39	-2.64	0.38	-2.72
118	17.5	0.45	-2.3	0.5	-2.04
136	17.5	1.19	0.71	1.16	0.61
179	17.5	0.6	-1.52	0.59	-1.59
180	17.5	1.01	0.12	1.02	0.17
138	18.88	1.06	0.29	1.04	0.25
108	20.28	0.98	0.01	1	0.09
122	20.28	1.02	0.15	1.01	0.14
137	20.28	0.31	-3.31	0.32	-3.3
176	20.28	0.28	-3.6	0.27	-3.72
124	20.99	0.94	-0.14	0.93	-0.15
103	21.71	0.92	-0.2	0.94	-0.15
144	21.71	0.69	-1.17	0.68	-1.2
120	22.44	0.62	-1.5	0.64	-1.43
125	23.93	0.69	-1.18	0.7	-1.14
151	23.93	0.38	-2.94	0.38	-2.96
162	23.93	0.87	-0.41	0.85	-0.49
110	24.69	1.47	1.62	1.61	2

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
133	24.69	0.4	-2.84	0.4	-2.84
115	25.47	1.81	2.53	1.73	2.33
131	26.26	0.6	-1.64	0.62	-1.57
141	26.26	0.84	-0.54	0.84	-0.55
168	26.26	1.34	1.23	1.3	1.12
148	27.9	0.77	-0.85	0.74	-0.99
123	28.75	1.19	0.76	1.19	0.75
184	28.75	1.11	0.48	1.05	0.26
109	29.62	1.68	2.18	1.66	2.11
116	30.52	1.47	1.61	1.46	1.57
128	31.45	1.01	0.12	0.96	-0.04
142	31.45	0.7	-1.11	0.69	-1.16
181	46.41	0.95	0.03	1.04	0.25
104	48.92	1.56	1.17	1.79	1.37
112	75.86	1	0	1	0

APPENDIX 4.5. RASCH RANKING OF LEARNER SELF-EFFICACY BELIEFS SURVEY

Table a: Rasch ranking of Learner Self-Efficacy Beliefs Survey (LSEBS)

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
102	-9.28	2.43	4.35	4.38	7.15
171	-0.97	3.18	5.85	3.75	6.41
139	-0.6	1.98	3.19	2.86	4.86
143	-0.24	0.61	-1.74	0.9	-0.31
149	0.88	1.81	2.69	2.24	3.54
140	1.25	1.4	1.51	1.68	2.18
162	1.25	0.72	-1.15	0.87	-0.4
108	1.59	0.46	-2.57	0.45	-2.41
106	2.4	0.9	-0.3	0.98	0.03
157	3.19	1.11	0.48	1.03	0.19
135	3.59	0.66	-1.39	0.59	-1.64
182	3.59	0.36	-3.22	0.32	-3.3
117	3.99	0.9	-0.31	0.9	-0.29
169	3.99	0.5	-2.26	0.41	-2.69
126	4.4	0.3	-3.66	0.28	-3.64
107	5.65	0.59	-1.69	0.72	-1.02
165	5.65	0.57	-1.81	0.54	-1.84
111	6.08	1.6	1.98	1.48	1.56
120	6.08	0.83	-0.57	0.78	-0.76
127	6.08	0.63	-1.49	0.62	-1.45
142	6.08	1.41	1.42	1.23	0.84
146	6.08	1.2	0.79	1.03	0.19
170	6.08	0.54	-1.97	0.64	-1.36
110	6.51	1.68	2.16	1.5	1.61
128	6.51	0.56	-1.86	0.55	-1.79
166	6.51	0.95	-0.1	0.83	-0.55

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
132	6.96	1.66	2.11	1.66	2
161	6.96	1.06	0.3	1.14	0.57
105	7.4	0.97	-0.03	0.92	-0.19
133	7.4	0.88	-0.35	0.88	-0.34
147	7.4	0.44	-2.51	0.46	-2.28
118	7.86	0.46	-2.37	0.48	-2.15
184	7.86	1.54	1.77	1.32	1.09
177	8.32	1.38	1.29	1.4	1.32
178	8.32	0.79	-0.71	0.69	-1.11
115	8.79	0.48	-2.19	0.48	-2.16
134	8.79	0.55	-1.83	0.52	-1.9
138	8.79	0.78	-0.74	0.78	-0.73
114	9.27	1.3	1.04	1.09	0.39
144	9.27	0.65	-1.31	0.77	-0.74
104	9.76	1.24	0.87	1.19	0.7
121	9.76	0.77	-0.77	0.69	-1.09
148	9.76	1.13	0.53	1.1	0.44
151	9.76	1.53	1.69	1.76	2.21
130	10.25	0.56	-1.76	0.57	-1.65
101	10.75	1.24	0.85	1.02	0.15
116	10.75	0.74	-0.89	0.81	-0.57
125	10.75	0.99	0.07	0.91	-0.23
131	10.75	0.65	-1.27	0.67	-1.15
103	11.27	1.89	2.54	1.54	1.66
179	11.27	0.99	0.07	0.85	-0.42
181	11.79	0.87	-0.36	0.83	-0.51
176	12.32	0.54	-1.79	0.57	-1.63
112	12.87	1.25	0.87	1.04	0.22

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
137	12.87	0.7	-1.03	0.66	-1.21
136	13.42	1.24	0.84	1.24	0.85
180	13.42	0.81	-0.6	0.73	-0.88
129	13.99	1.44	1.39	1.28	0.95
141	13.99	0.63	-1.35	0.71	-0.98
168	13.99	1.31	1.05	1.02	0.16
113	14.57	0.82	-0.54	0.71	-0.95
122	15.17	1.13	0.53	0.94	-0.08
123	15.17	1.42	1.34	1.06	0.3
124	15.55	0.69	-1.04	0.67	-1.09
109	15.78	1.13	0.53	0.95	-0.06
119	17.04	1.14	0.56	0.77	-0.67

APPENDIX 4.6. RASCH RANKING OF PARTICIPANTS OVERALL EFFICACY

Table a: Rasch ranking of participants Overall Efficacy

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
149	-1.36	1.38	1.86	1.76	3.31
102	-1.02	2.22	4.9	2.94	6.8
106	-0.84	1.43	2.06	1.41	1.94
139	0.04	1.38	1.83	2.11	4.41
146	0.75	1.24	1.24	1.24	1.21
107	0.93	0.91	-0.39	1.02	0.16
171	0.93	2.16	4.6	2.67	5.95
117	2.8	1.09	0.51	1.09	0.52
157	2.99	1.05	0.33	1.04	0.26
111	3.18	1.59	2.61	1.61	2.62
143	3.18	0.54	-2.72	0.69	-1.66
114	4.37	1.19	0.96	1.12	0.64
170	4.57	0.59	-2.38	0.65	-1.88
166	4.97	1	0.05	0.94	-0.22
127	5.18	0.71	-1.57	0.66	-1.82
140	5.18	1.32	1.51	1.4	1.79
169	5.8	0.51	-2.91	0.47	-3.21
182	5.8	0.45	-3.43	0.41	-3.66
147	6.01	0.41	-3.72	0.45	-3.35
165	6.44	0.52	-2.81	0.52	-2.8
177	6.44	1.32	1.49	1.3	1.38
161	6.87	0.81	-0.96	0.9	-0.45
135	7.31	0.66	-1.83	0.63	-1.99
108	7.63	0.78	-1.08	0.78	-1.08
126	7.76	0.33	-4.52	0.31	-4.63
132	8.44	1.12	0.64	1.19	0.93

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
162	8.44	1.06	0.34	1.1	0.52
121	8.9	0.53	-2.75	0.53	-2.66
130	9.13	1.03	0.2	0.99	0.01
178	9.13	0.81	-0.92	0.76	-1.19
105	9.6	0.66	-1.85	0.66	-1.81
118	10.08	0.41	-3.73	0.45	-3.32
134	10.08	0.47	-3.22	0.47	-3.17
101	10.57	1.15	0.76	1.03	0.19
120	10.82	0.82	-0.86	0.76	-1.18
138	11.07	0.8	-0.98	0.79	-1
110	11.83	1.66	2.77	1.59	2.48
113	11.83	0.76	-1.22	0.73	-1.36
179	11.83	0.74	-1.34	0.68	-1.65
133	12.35	0.75	-1.24	0.8	-0.97
144	12.35	0.61	-2.13	0.71	-1.49
119	12.61	1.17	0.86	1.11	0.57
129	12.61	1.99	3.83	1.74	3.01
136	12.88	1.14	0.7	1.06	0.37
180	12.88	0.8	-0.97	0.78	-1.1
103	13.42	1.35	1.61	1.23	1.1
115	13.42	0.96	-0.11	0.92	-0.31
151	13.42	1.01	0.12	1.26	1.23
176	13.42	0.38	-3.94	0.4	-3.72
137	13.69	0.47	-3.18	0.47	-3.12
142	13.69	1.51	2.23	1.46	2
125	13.96	0.82	-0.86	0.8	-0.94
128	13.96	0.94	-0.21	1	0.06
184	13.96	1.52	2.24	1.39	1.73

NAME	MEASURE	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
122	14.81	0.97	-0.06	0.89	-0.51
131	14.81	0.66	-1.8	0.67	-1.72
148	14.81	1.06	0.34	1.04	0.27
124	15.26	0.72	-1.44	0.71	-1.45
116	16.28	1.04	0.28	1.1	0.53
141	16.58	0.65	-1.86	0.7	-1.54
168	16.58	1.23	1.11	1.06	0.36
123	18.17	1.26	1.22	1.04	0.27
109	18.83	1.28	1.29	1.15	0.73
104	19.87	1.86	3.36	1.96	3.53
181	20.96	1.4	1.74	1.26	1.15
112	23.78	2.15	3.92	1.53	1.99

APPENDIX 4.7. AUDIT TRAIL- PILOT INTERVIEW- MOE 110, 20.9.08

Hello
Hello J How are you?
Thank you for spending this time to chat with me about your Internship
That's OK, anytime
It'll be great (shared laugh)
Is it OK if I tape the interview because I would like to be able to look back on it and make notes
Yeah, no, that's fine
OK and of course it will all be kept anonymous because I just code it with a number and a couple of letters
Oh, OK
So it will be anonymous and of course you have the right to withdraw at any time should you wish to
OK

M

I've got just four main questions, J. They will go from the big picture looking down to a particular incident that might have happened and then going back to a conclusion.

Could you tell me about your internship, a little bit about the school and the class and the context?

MOE 110

Well the school is a Catholic one, it's located in N, on the outskirts towards W way, the Kindergarten class has 21 kids in it, and there's two students with special needs that we have an aid in there for, funding for, one student has Aspergers the other student has Autism and he's on the spectrum. The other kids their abilities range from high achievers down to not so much low achievers but they need assistance fairly regularly. The school has really, really good resources they've just been equipped with Smart boards at the beginning of the term, there's a lot of funding and fundraising goes on, the teachers really support each other and stuff and there's a lot of opportunities for teachers to have professional development.

There's probably about 200 kids it's not overly big but it's not overly small, there's a class for each grade, no combined or anything like that.

M

Have you been involved on anything outside the classroom um within the school or within the community?

MOE 110

Um yeah, I went to a Zone and a Diocesan Athletics Carnival, and I supervised down there for the day and I also got an opportunity to attend a staff development day where other teachers came in. It was on Curriculum Differentiation, on the integration of Smart boards into the classroom and how to adequately use them and Policies; looking at the

Marguerite Jones 19/3/12 12:57 PM

Comment [1]: Context in terms of perceived level of difficulty with students and resources

school policies and how they were run. They had just had registration assessment and they got told what they needed to do and they needed to fix all the policies up so they went back and did that and their planning and everything like that and um all their programs and stuff were looked over and they had to fix them up too and I was involved in that too.

M

In what ways did the Internship live up to your expectations, J?

MOE 110

It provided a lot of opportunities for me, for my experience, for my professional attitude towards teaching and um to get a real feel for how it was going to be when I actually got out there next term.

I expected it to be a lot easier than what it was, like I planned, I programmed, I'd done everything in my power to prepare myself and then when I got in there, it was a lot harder than what I expected. The students with special needs made it very challenging, very, very challenging and I hadn't prepared myself for it, but I think, I expected it to be challenging and I expected to get a lot out of it and it has lived up to my expectations.

(work call on the phone interrupts the interview)

M

OK, so I can see it was a lot tougher than you had expected.

MOE 110

Yeah, it was a lot tougher than I expected, I found the teacher expected a lot of me, which was fine, I had said I wanted to take on most of the class and get involved with whatever I could so I had accounted for that and expected that; the teacher was not demanding like, she was excellent but it was very challenging.

M

So in a way you had a lot more responsibility than you had expected?

MOE 110

Yeah, definitely, cause I did my last prac. down here last year and I just had the best time ever and it was smooth, not smooth sailing but it was fairly smooth sailing and I did so well and because now I've moved down here I was sort of thrown out of my comfort zone and I didn't handle it well the first couple of weeks um when I was still settling in and stuff. My lessons weren't going well or anything like that so my expectations of the first couple of weeks sort of dropped my confidence level because I thought it would all be OK and smooth sailing and stuff, yeah it was very hard trying to teach Kindergarten, I thought it was going to be easy but it was very hard, I hadn't taught kindergarten for a while, for two years but it was very fulfilling.

M

It was fulfilling even though it was challenging; you felt fulfilled.

MOE 110

Definitely, now I look back on it I've come so far, I've really, really learnt a lot of things and even from when I didn't think that that was what I wanted to do, I wanted to jump

Marguerite Jones 19/3/12 12:57 PM

Comment [2]: Opportunity to increase sense of belonging and the valuing of the Intern's contribution to professional development by other staff

Marguerite Jones 19/3/12 12:57 PM

Comment [3]: There's a sense in which uni experience is not "real" i.e. need to "get out there." Is this a common perception?

Marguerite Jones 19/3/12 12:57 PM

Comment [4]: "I'd planned, I'd programmed... professional preparation, but this was not enough i.e. "I hadn't prepared myself" i.e. I wasn't prepared for the reality of "special needs" students.

Marguerite Jones 19/3/12 12:57 PM

Comment [5]: Evidence of on-going cognitive dissonance. Theory and programming inadequate to meet the challenge.

Marguerite Jones 19/3/12 12:57 PM

Comment [6]: High expectations of supervising teacher coupled with high level of support.

Marguerite Jones 19/3/12 12:57 PM

Comment [7]: Previous experience can sometimes prepare the intern well, but sometimes the contrast due to individual class differences can also lead to a drop in efficacy.

Marguerite Jones 19/3/12 12:57 PM

Comment [8]: Moving to Internship location is in itself dislocating.

Marguerite Jones 19/3/12 12:57 PM

Comment [9]: Teacher efficacy diminished as present experience is in contrast to previous success with Kindergarten.

out and everything and every one just kept pushing me and saying “No, you’re going to keep going” and I’m so glad I did.

M

And what week was that in your Internship, when you were really feeling like pulling out?

MOE 110

Phase 1 is when you finish in week 2 isn’t it? So the UNE prac supervisor came in Week 2 and they decided they were extending it for a week, they were extending Phase 1 for a week.

M

So after Week 2, you really felt discouraged at that point.

MOE 110

Yep, definitely. I wanted time off to do my Action Research but I didn’t want to say that to my teacher and the UNE lady was pushing me to pretty much say to my teacher I need days off to do it, like I need time at school to do it.

M

So, you were really caught between the demands of the university and the demands of your supervising teacher.

MOE 110

Definitely, cause it’s not as though, my supervising teacher would have given me time off but she said, you know, “It’s probably good to do your prac now and I will give you time to do your Action Research, but I do want you to teach consistently and teach to a higher level than most other Interns I’ve had.”

M

Right, cause I think the Internships meant to be three days teaching and two on your Action Research.

MOE 110

Definitely, well I’m teaching Monday, Tuesday whole days um starting from Week 4 and then I taught pretty much from recess onwards Wednesdays and Fridays, so I taught almost four full days which was a bit demanding. So I didn’t think I was going to get my Action Research done but um it’s really cool to and I got my report yesterday so it’s really worthwhile.

M

Excellent, I’m pleased to hear that. I’m going to move into question 2 now J.

MOE 110

There are many skills that a teacher needs to develop and you’ve been mentioning such a lot of them already. I’d like you to tell me about some of your experiences, and here I’m using, I’m going to draw from, the seven Elements in the NSW Institute

Can you tell me about some of your experiences, some of the ways that you got to know the students and the ways in which they were going to learn?

Marguerite Jones 19/3/12 12:57 PM

Comment [10]: Risk of withdrawal was high. Should have explored this more. Who supported and encouraged?

Marguerite Jones 19/3/12 12:57 PM

Comment [11]: Considerable impact when “they decided” to extend Phase 1. The Intern’s perception is that this was being imposed, that she was not a part of the decision making.

Marguerite Jones 19/3/12 12:57 PM

Comment [12]: The UNE supervisor encourages the Intern to negotiate workload as outlined in the Internship Guidelines. Seems to be an issue of no autonomy (re extending Phase 1) and then too much autonomy/ not enough support when Guidelines for workload are being breached.

Marguerite Jones 19/3/12 12:57 PM

Comment [13]: This is outside of the Internship Guidelines.

Marguerite Jones 19/3/12 12:57 PM

Comment [14]: Added stress

Marguerite Jones 19/3/12 12:57 PM

Comment [15]: Why did I use the 7 Elements framework

MOE 110

Um, well it was really just trial and error, I got there and I was a teacher's aid, I went in for one day in Term 3 to introduce myself to the students as I knew I had an autistic child in there and I knew if I just came in and was staying for the full term, he wouldn't have reacted to it well, so I wanted to integrate myself into the classroom gradually, so I went in for one full day and then a couple of afternoons in Term 3 when I moved down here.

M

That was a great idea to spend some of your own time to start to get know the children.

MOE 110

Yeah, exactly cause I didn't want to go in there and the children just not know me at all, it'll be cold and I just wanted to be familiar with the surroundings and them be familiar with me as well. So I got straight into teaching the first day I was there, and like I said it was just trial and error, I hadn't taught Kindergarten for two years so accommodating for their learning needs was difficult at the beginning. I stuffed up a lot of lessons, the teacher ended up taking over to get the students attention, keep their attention and also that aspect was hard. I found it hard, especially them being five year olds, all they wanted to do is please their classroom teacher, and their classroom teacher at that point was pretty much their idol and then I came in and it was like, "We've got two classroom teachers now" that was kind of difficult, but after I learnt the supervising teacher actually wanted me to implement my own behaviour management strategies, and I thought, I implemented a star chart which also, well they could also see that I wanted to get along with the students and I wanted them to behave and that I was going to reward them and they behaved for me. It was difficult but I ending up getting along well with the child with autism, that was a bit difficult at the beginning because he had melt down cause I was in there.

M

Right, yes of course, because that was a change to his routine.

MOE 110

That was a change to his routine but we had to just put the schedule up every day because I was the new teacher in the classroom, just so he was prepared for it, but I started to spend one on one time with him just so he could get used to me kind of being around and stuff, so I did a lot of one on one work with him, like being an actual teacher's aid in the classroom while the actual teacher worked with the other child that had Aspergers, so it was challenging to get on his good side but eventually I did.

M

Am I right in understanding that the difficulty you had with the students was because you came in as the second teacher and the Kindy children had already in a way connected with their own teacher and it was very difficult then to come in and connect with the second teacher?

MOE 110

It was like she was a "mother" figure, she was like the "mother hen" and they just all respected her so much like as soon as she talked they all you know, went quiet and did whatever she said, all they wanted to do was please her and it was difficult because a. I

Marguerite Jones 19/3/12 12:57 PM

Comment [16]: Insight and effort re "knowing students" and "developing rapport" (Element 5). See below: In spite of these efforts, developing rapport became "most challenging experience"

Marguerite Jones 19/3/12 12:57 PM

Comment [17]: Should have followed this comment up: What exactly was "trial and error"?

Marguerite Jones 19/3/12 12:57 PM

Comment [18]: Should have asked how she "learnt" this?

Marguerite Jones 19/3/12 12:57 PM

Comment [19]: Uses an extrinsic motivator. Whose idea? Why?

Marguerite Jones 19/3/12 12:57 PM

Comment [20]: Use of "one on one" time, but the Intern perceives herself as the "teachers' aid" rather than a teacher.

was younger and I would be more of a sister figure to them like I wasn't, a teacher figure I wasn't anything else, I was a sister-figure to them and most of them don't get along with their older siblings like I wasn't, a teacher figure I wasn't anything else, I was a sister-figure to them and most of them don't get along with their older siblings.

M

Right, so then you said, when you spoke to the supervising teacher and um the supervisor form UNE, you came to understand that you needed to do some things your way and so you developed that behaviour management, the chart.

MOE 110

Definitely so they could see I was making an effort to get along with them as well, so I could develop a rapport with them.

M

Wonderful. What have you done to get a handle on the subject content of the curriculum and how you are going to teach that to these little people? How have you been handling that?

MOE 110

Um, well like I said I planned all my programming and stuff like that, I used the Unit outlines and all to plan all that and I went off like the work samples out of the unit outlines for Early Stage 1 'cause I haven't had them for a while, and I just expected them I guess to be all up to that standard, but when I got into the classroom, because I haven't had Kindergarten since my first year, I got into the classroom and I'm like, "OK, righto" there were different ability levels here and there was a greater range than I expected.

M

There was a great diversity.

MOE 110

Definitely, there was a lot of diversity and like because I also have a student, an ESL student in the classroom as well, it was really difficult to teach her and get her to understand what was going on and introduce new concepts. Like I taught new concepts in mathematics and I just had to go away and I had to think "Righto, how can I break this down" and I had to read about it, like breaking things down and starting at the bottom level kind of thing and making the way up and building on knowledge like most of the top students could do exactly what I was doing, but I wasn't really accommodating for the lower levels so I sat down with the teacher and I asked her what could I do. She said "How about we start breaking them up into groups like you take the top ability group and I'll take the lower ability group and then they would be learning but they wouldn't be learning at the same level, kind of thing, like you're extending the top group more and you're teaching the lower level groups more to their ability."

M

Right and did you find that to be more successful?

MOE 110

It was, it was definitely more successful cause you weren't always waiting for those students to come along and you weren't, like it's not a bad thing but the higher level of

Marguerite Jones 19/3/12 12:57 PM

Comment [21]: What was going on here? Did the students or the Intern or both perpetuate this perception.

Marguerite Jones 19/3/12 12:57 PM

Comment [22]: The Intern did not appear to perceive herself as "a teacher" Efficacy appears to be low.

Marguerite Jones 19/3/12 12:57 PM

Comment [23]: The Intern had already discussed the difficulty she had with teaching the subject content.

Marguerite Jones 19/3/12 12:57 PM

Comment [24]: However, it appears to have been a good move to come back to this question as it was the basis of the Intern's ongoing state of cognitive dissonance. Having used the Syllabus Units Work Samples, this Intern has

Marguerite Jones 19/3/12 12:57 PM

Comment [25]: Attempt to address the dilemma

Marguerite Jones 19/3/12 12:57 PM

Comment [26]: Willing to ask for help. Support in the form of scaffolding for success with smaller groups.

Marguerite Jones 19/3/12 12:57 PM

Comment [27]: The Intern makes an important insight re group work for high ability and low ability students. Success for all, including the Intern!

ability weren't being accommodated for enough and getting extended enough for what they needed to be um so if, it sounds really bad, but if I kind of let the other students go off in another group I could extend the top level group, but I also worked with the lower level group so when I worked with the lower level group it was like, yeah, breaking it down a lot so they could understand the concepts that they were working with and then when you brought them back together they could all understand what I was saying, what was happening.

M

Wonderful, some great strategies you've been putting in place. How do you think your ability to communicate with the students, for example being able to explain and give directions and ask question. How have those skills been developing?

MOE 110

Um to begin with like I said it went horribly wrong um it was only because I had taught Stage 2/ Stage 3 in Term 3 last year and the language and vocabulary is a lot more complex than Kindergarten, but breaking it down to a level they understood was difficult because I was used to using a higher level of vocabulary with other students um so breaking things into simple speech and not using language like the adjectives and verbs everything like that, calling them "doing words" and coming up with other words for other things to make them understand was very difficult, sometimes I'd have to ask the teacher, turn around and ask the teacher, "How else could I say this?" in the middle of the lesson.

M

Yes, get help with your explaining.

MOE 110

Yeah, exactly like I'm just sitting there and like "They're not getting it, so what else could I say?" and she'd be like, "OK, say this" and they'd all be listening (shared laughter) as we were having a conversation, talking about how to explain it, but most of the time yeah, it was my lack of communication, my ability to communicate effectively enough with them to teach them at the beginning. Eventually when I finally said to myself, "OK, I've got to think like a five year old", it became a lot easier and I decided I'd sit down at home at night and think, "Righto, how could I say this so that it is going to be simple enough?" and I'd look it up on the Internet and I did a lot of research with communication and stuff like that.

M

Wonderful, so you have been researching and rehearsing as well.

MOE 110

Mm being very explicit is the key to communicating with Kindergarten.

M

Absolutely, explicit is the key. Well done, you have been on such a steep learning curve I can see.

Now in terms of creating and maintaining a positive environment, there's obviously been some rough ground that you have had to plough over, but tell me about some of your experiences of developing rapport and respect with the children.

Marguerite Jones 19/3/12 12:57 PM

Comment [28]: Constructivism, ZPD being utilised but not consciously acknowledged by Intern or Supervisor.

Marguerite Jones 19/3/12 12:57 PM

Comment [29]: The Intern appears confused by the basic grammar terms "everything like that". It's hard to teach what you are not confident with. Having to ask the supervising teacher for support undermined the Intern's credibility as a teacher in her own eyes and the students' eyes.

Marguerite Jones 19/3/12 12:57 PM

Comment [30]: Meaning?

Marguerite Jones 19/3/12 12:57 PM

Comment [31]: Should have asked exactly what she looked up on the Internet that was helpful and why.

Marguerite Jones 19/3/12 12:57 PM

Comment [32]: Is it OK to empathise with the Intern or am I leading her?

MOE 110

Um, when I first started at the beginning it was difficult cause I had to overcome the sister-figure and become the teacher not so much just another person that was in the classroom, so that was really difficult. I think the introduction of the behaviour management strategy showed the students that: OK I was a teacher, and I was willing to accommodate for their needs, and to try and work towards a more positive classroom kind of thing rather than at the beginning I was only using intrinsic motivational strategies, with “You’ve done well, You’ve done really good”, which doesn’t mean much to a Kindergarten kid cause they don’t understand, they understand [the chart] and it makes them feel good, like that was part of my Action Research, Extrinsic and Intrinsic motivational strategies. I found that when you’re trying to develop respect and rapport and are trying to assist them with their learning, Early Stage 1 students really need extrinsic motivational strategies rather than the intrinsic, you may be able to keep their attention after you’ve given them an intrinsic comment for about, probably 30 seconds but if you give them an extrinsic, they can see it, they can see that they’ve done good work and they’ve been rewarded for it and they were more attentive after that. So you might keep their attention for three minutes before you have to bring it back or something like that, so that was interesting, that was part of my Action Research.

M

That’s great, so even though the Action Research was a stress on you, it has informed your teaching.

MOE 110

Definitely, definitely, I really think I’ve learnt a lot from doing it. I interviewed the Kindergarten students about what they like and what they don’t like and about extrinsic and intrinsic motivational strategies and try them straight away.

M

That’s wonderful. Looking at the development of your professional knowledge, it has been full on I can see. You said that you had a professional development day, have there been ways you have been able to contribute to professional development in the school or to assist experienced teachers.

MOE 110

Well my experience is with the Internet I haven’t had much experience with the Smart boards but I was more advanced and I learnt a lot quicker than the more experienced teachers did, so during the staff development day like I said to the, “Oh this is on the Internet that you could use, or there’s this or there’s this that I’ve learnt at uni. um”. Yeah so the things I learnt with the Smart boards was really rewarding; I’d go into other classrooms and say “Why don’t you look up this”, or one of the other teachers was even doing a simple Google search and he couldn’t come up with what he wanted and I said, “Why don’t you do this and you’ll be able to find what you want?” and he came up with it straight away and he was like, “I’ve been sitting here for 2 hours trying to find that” (shared laugh) you just have to know what to type in, but it was very, very rewarding when I could actually contribute to the school from a younger perspective coming up with my ideas and everything like that.

Marguerite Jones 19/3/12 12:57 PM

Comment [33]: I was beginning to get frustrated with following the 7 Elements still, it seemed too rigid a scaffold for the Interview. However, it gave this Intern the opportunity to double back to the issue of building a rapport and gaining the respect of the students as a teacher. I had not realised that this challenge had become the focus of her Action Research.

Marguerite Jones 19/3/12 12:57 PM

Comment [34]: Interviewing the students provided evidence based research strategies from the students themselves. I should have explored this further with the Intern. There appeared to be much learning taking place.

Marguerite Jones 19/3/12 12:57 PM

Comment [35]: This question would be far better used at the beginning of the Interview when I am trying to ascertain ways in which the Intern may have experienced a sense of belonging and being valued by other members of staff.

Marguerite Jones 19/3/12 12:57 PM

Comment [36]: Here is the first insight into a positive sense of efficacy for the Intern. She is able to share something she has a depth of knowledge and experience beyond that of other staff in the school.

M

That's absolutely wonderful for your confidence, J.

MOE 110

Definitely good for my confidence, I also introduced an Audacity program which is like a recording program and I showed other teachers how to use that, which is quite easy and then I used it myself in my classroom and everything like that.

M

Right, and you demonstrated that for them did you?

MOE 110

Well the video person demonstrated it for them and then a couple of teachers didn't know how to download it, didn't know how to do things so I went around and I helped them, things like that, showed them how to use the program appropriately and how to record properly I like using that specific program.

(distraction- verbal interaction with partner)

M

OK, what opportunities have you had to communicate with parents and caregivers with parents and caregivers on your internship, J?

MOE 110

(begins to laugh) Oh, this is a funny issue, the parents in our school are just so involved with the class and everything like that, they're just overpowering, it sometimes becomes a negative factor in the student's life. For example, one day we had the Book Parade in about Week 4 or 5 and my teacher had been away all week, she had been sick, and I had a casual so I taught the class for that whole week the teacher was away in Book Week. I was dressed up and all the kids were dressed up and I had gotten used to the parents like, there were about 4 or 5 parents who were overprotective and they ended walking into the classroom and not even knocking, distracting the lesson I was doing, to get the kids dressed for the Book Parade and the casual teacher said, "Can you please get out of the classroom, we're trying to keep the kids under control".

Kindergarten kids will always be scatty on special days, they're very excitable, so the parents go off and try to take their kids to dress them and another day I had a student who is allergic to some smells? But from what we could see from what the mother had told us, the only thing is that smells affect her behaviour. One of the casuals came in with perfume on and because the room has an air filter in it all the time there is nothing wrong

(turn tape over)

she starts vomiting all over the table and everything like that so I've taken her up to the office and she went home. Three days later the mother came in and said "Oh blah, blah, blah, the casual was wearing perfume, you guys should have done something about it" and I was just about to cop it all because I was the only regular teacher there, or regular figure and um the regular teacher wasn't there so I said "I'm really sorry blah, blah, blah, I didn't notice she had any perfume on" and the mother goes, "Well I could smell it as

Marguerite Jones 19/3/12 12:57 PM

Comment [37]: Once again, the Intern is the teacher and other staff the learners. Additional competencies help to set the Intern apart in a positive way.

Marguerite Jones 19/3/12 12:57 PM

Comment [38]: Not sure I like this 7 Elements scaffold. Once again it has distracted from the overall purpose of the Interview. It is not important to know about the Intern's relationship with the parents. She has already provided a lot of insight what challenged her the most.

soon as I went into classroom”, so I said “Why didn’t you come and tell me? I would have asked her to go and wash it off” kind of thing. “you’re not exactly communicating with me blah, blah blah”.

I have also had like the parents, who are really hard to get along with. I had another mother go off at me because her son had a melt down. The child with Aspergers had a “melt down” because he didn’t want to walk up the aisle and apparently I hadn’t prepared him enough; the child that was functioning with autism I used to treat him the same and it all blew up in our face yeah, I’ve had lots of opportunities to deal with parents in a negative and in a positive way.

M

We are going to hone in on question 3 now. Tell me about the most recent, memorable experience, a significant experience, It might be a positive one or maybe a negative experience that you’ve had and give me some explicit background to it: Who was involved, what happened, where did it happen?

MOE 110

Well I’m amazed at my ability to control the child with autism throughout a whole hour and a half concert. Someone came to perform at the school on guitar and everything like that and I didn’t notice at first in the first couple of weeks that his senses are very acute, so we have to brush him all the time and we have sensory breaks with him and everything like that and we didn’t want to disturb the concert and take him outside all the time so I had to sit down with him and um, I didn’t have the brush so I had to use my nails and just stroke him all the time and just keep him occupied and we had something for him to hold and everything like that. It was just amazing I was amazed at my ability and also his ability to be able to sit for that long, but it was really memorable just because I thought I could never control his behaviour like that, but it wasn’t that difficult kind of thing once you know exactly what to do. I’ve found that it was really easy to keep his attention.

We have what we call a Rainbow Class in our school, which is like a school specifically for the Autistic spectrum. They didn’t have enough classrooms in their school so they’ve moved over to our school and taken one of our classrooms and I’ve learnt a lot from them and watching them and everything like that with the students and stuff and so I have used a lot of their strategies. I was able to test and trial and implement a lot of those strategies like counting backwards “Five, four, three, two, one, time to finish, we’re not doing that any more”, that really worked; he was actually holding a rubber lizard and he was trying to kill it with his foot and he was distracting the class, so I said “OK, killing the lizard is five, four, three, two, one, killing the lizard’s over and he stopped and I realised some of this actually works and yeah, getting his attention and stuff like that. There’s a lot of hard work but it was worth it.

M

Great, when you talk about the Rainbow Class for the kids on the autistic spectrum, did you go in and observe and spend time with the teachers? How did you get to know so many of the strategies that you’re mentioning?

Marguerite Jones 19/3/12 12:57 PM

Comment [39]: Not sure that this will be needed in the analysis process.

Marguerite Jones 19/3/12 12:57 PM

Comment [40]: To this point the Intern has focussed upon the “most challenging situations” circuitously through asking about the Elements. I think I have taken too long to get to the “most memorable / significant experience” and the Intern, having got the negative concerns “off her chest” now turns to the positive.

I need to be more direct, so that I ascertain the “most significant experience.” Because of time constraints and the number of Interns I would like to Interview, I need to abbreviate the Interview Questions, and get to the point more quickly.

Marguerite Jones 19/3/12 12:57 PM

Comment [41]: Interesting, but an aside from the main game I’m thinking.

MOE 110

Well because there've got one student on the very low, low, low end of the spectrum, low functioning end of the spectrum, he doesn't understand anything, like barely talks, like just runs away all the time and everything like that so even when you're on duty and they're on duty with you, they kind of have to have one on one with this student because he just runs. He will run out of the classroom and most of the time, like the teacher on duty and the other teacher ended up chasing him anyway. So you get to know a lot of the students because what they're aiming to do is mainstream them so they will slowly integrate them into the classroom and what we're doing and everything like that and um mainstream them. Most of them are Kindergarten age and there's only six of them that are in this class, there's one little boy that's four um but they do spend a lot of time in Kindergarten.

M

Oh, OK, so they come across from their own Rainbow room into your classroom.

MOE 110

Yeah, and at assembly, I sat with their class yesterday, so it's easy to see a lot of the strategies, a lot of the visuals and everything like that cause that is exactly the same as we use with our child in our class that has autism cause he originally came from that class and he got integrated into the classroom at the start of this year.

Kindergarten did an assembly item and T, one of the autistic children who is really confident and always wanting to get in and have a go at everything and everything like that, it's just his social side it's improved a lot but it's not exactly up to what all the other students are, but he wanted to get in and have a go and they come and watch the assembly items all through the week and T was you know, "When is it my turn to have a go?", like in front of everyone kind of thing and so we decided to ask them to come in with us, and do an assembly item with us, and it was just amazing just to see how they weren't exactly overly confident except for T who had one of the lead roles, but the other students, how much they participated and were willing to participate and things like that but yeah we got to do an assembly item with them.

M

And what was the actual item?

MOE 110

Well I've been teaching Places we Know in HSIE, we wrote a play for them and they had shops, we had learnt all about shops and gone for a walk down the street and everything like that and had a look at all the shops and everything we do in the community. We talked about what they do in the community and how each job has a different role and everything like that and um so we had Bi-Lo and we had the bank and we had the library and um the Fire station. We went and visited the fire station one day and then we went to a few other shops and they were trying to find the Post Office

I wrote a song and they got up and sang the song that I wrote. It was quite amazing, it was pretty funny and M helped me write it, and he came in and played guitar um a couple of days before and I recorded it on the Audacity program that I was talking about before.

Marguerite Jones 19/3/12 1:53 PM

Comment [42]: Add to insights regarding context

Marguerite Jones 19/3/12 1:54 PM

Comment [43]: Again, interesting but is it focused upon answering the research questions?

M

What have you learnt from this particular, such a significant and memorable experience with this little fellow? What have you learnt that you could apply if you were in similar situations or had similar children in the future? What are the key things that you have learnt?

MOE 110

Probably being very, very explicit and very, very open with expectations so they know exactly what they're doing, exactly where they're meant to be, exactly what they're meant to be doing at that particular time. I found that the routine even though it was implemented for students with special needs, I found it helped the other students as well, because they tend to see "OK I see we've got story writing after this and then we've got story time after that and then after that is recess", and they're not constantly asking you when is recess, when is this, when is that?

They've got little visual cards for the board, I don't know what program its from but it's a program for children with autism um and we just made them up and stick them up on the white board with magnets, so then all the children are sure of what's next.

I would also implement, maybe not the behaviour management strategy that I implemented this time, but another sort of behaviour management strategy where they are getting rewarded kind of thing and they can see that they've done well. I find that um yeah, very visual and very proactive, a lot of concrete materials and everything like that, so they like to see that they have done well and how well they've done and everything like that, so I found the star charts that I used worked well but I don't know, I'd probably change a couple of things, I don't know what exactly.

M

OK, change the star chart?

MOE 110

Yeah, definitely I don't know, it's hard because you know you're meant to write the program before you go in and start teaching at the beginning of the year and everything like that. I used to think that I'd probably write my whole yearly program at the beginning of the year, where as now I think "Well, it's difficult because you don't know the students at the beginning of the year, you don't really know their abilities, you don't really know much about them at all, or what's going to come up, or what you're going to be expected to do within the school., I'd probably write it term by term now.

M

You've made some amazing discoveries throughout this experience. I was just thinking about your star chart, I remember giving the children an individual little chart that they kept under their desks and you could give them five or ten stamps on it and when they accumulated those there was a particular reward to help them to internalise their control.

MOE 110

That's almost exactly what I did last year, cause I had two or three students that were struggling last year and I was struggling to keep their behaviour on track so I made an

Marguerite Jones 19/3/12 1:56 PM

Comment [44]: Reflection upon managing the classroom and behaviours of students. Element 5, NSW IT PTS.

Marguerite Jones 19/3/12 1:57 PM

Comment [45]: Reflection upon knowing her students and how they learning (Element 2, NSW IT PTS)

Marguerite Jones 19/3/12 1:59 PM

Comment [46]: Avoid telling your own story- Now I am not so sure about such a strategy and don't want to appear to sway the intern into a particular way of thinking.

individual stamp chart for them and every time they got a stamp they got a ticket in a raffle on Friday and we'd draw out the Friday raffle Friday afternoon and there'd be like three prizes and they could get a pick of these three prizes. I found that was a little bit difficult to work with because I had another student with autism in the classroom, last year, that we were trying to integrate and they find it very hard to move. I don't know how I'd work that, I'd have to really, really sit down and think about how I'd work that bit out. Yeah, that's another strategy that I've seen.

M

Yeah, and I guess talking to those teachers in the Rainbow room, you'd be able to develop a repertoire too.

MOE 110

Yeah, well I'm going in there for a full day on Wednesday, cause I'm really interested in working with children like that, cause I've worked with a couple of them. I've really enjoyed working with students with special needs kind of thing, I don't know, I find it a bit more fulfilling than having a full class of students, I don't know, but I think it makes a bit more of a difference, I don't know why but it does. I'm going in there on Wednesday for the full day, I asked them and they said that was fine, they'd prepare the students.

M

Of course, you're a change to their routine.

MOE 110

Yeah, exactly.

M

Good. Just in summing up, J. What have you learnt about the teaching profession from your internship?

MOE 110

It's very complex, it's very demanding, it's a lot more demanding than I thought, because I wasn't feeling overly confident at the beginning and I didn't know if it was what I wanted to do because I'd come home every night and I'd be so tired and I'd have to plan and I wouldn't go to bed until 10, 11 o'clock, I'd get up again at 6.30, 7 and leave at 7.30 and I'd get home again at 5 o'clock in the afternoon, it's just very, very demanding. I didn't actually realise how much work was involved till I actually look back on it and now get angry at anyone who calls a teacher "a bludger" 'cause they so aren't.

M

Right. I guess in those early weeks when you were saying some of your lessons just didn't hit the mark, that must have been so hard for you because you were putting all this effort and so tired and then it goes flop.

MOE 110

Yep, exactly, it was very, very frustrating and some days I just didn't even want to get up and go, and I just thought, "Why am I making the effort, it's not even paying off" and then, I'm so glad I did, I would have kicked myself later on for not doing it. It was like I lost my spark for doing it and then I rediscovered it again later on, it was very fulfilling.

Marguerite Jones 19/3/12 1:59 PM

Comment [47]: Much better. Ask what the intern learnt from other teachers, which was particularly helpful to her own needs and fitted with her own beliefs

Marguerite Jones 19/3/12 2:01 PM

Comment [48]: Restoration of efficacy happening. Intern learning – need to delve more deeply into why/ this fits with her beliefs and values.

Marguerite Jones 19/3/12 2:03 PM

Comment [49]: Insight into overall learning about the profession

Marguerite Jones 19/3/12 2:04 PM

Comment [50]: Need to ask what was the turning point? Who did she dialogue with?

The last week and a half have been very fulfilling weeks and I'm actually very sad to leave the class 'cause I've come such a long way and stuff.

M

Yes, so what have you learnt about yourself, J?

MOE 110

[That I'm ready to be a teacher, I've learnt to have more patience and not stress out so much cause I will make myself sick and that you've got to find time for yourself, unwind and, I've also learnt about my passions and exactly what I want to do, like I do want to work with students with special needs, but I don't know whether I'm ready to go back and study, yeah, I think I need to get out there and get a little bit more experience before I do, but it's definitely something I'm interested in. So yeah, I've discovered my passions more and exactly where I want to go and where I want to be. I've learnt to write goals I never wrote short term goals, I had long term goals, I've learnt to wake up in the morning and aim for what I wanted to do that day, they were my goals, I've learnt to write goals.]

M

So chunk it down into manageable bit.

MOE 110

Yeah, exactly

M

Well done, OK, when you revisit your philosophy now, what do you think are some of the key points that you might make now that you have been on your Internship?

MOE 110

Accommodating for all students, accommodating for all diversities within the classroom; effectively researching to manage behaviour, not just managing behaviour but also finding out what works well with the students and researching it and making the effort; creating a positive classroom environment which doesn't mean just getting along with the students it actually means like finding out what the students lives are like and finding out what their needs are and what happens at home and everything like that so that you can accommodate for that in the classroom; and trying to find a spark in every student, just trying to find their special talent, there's a special spark in every student and playing to that talent not just playing for the whole classroom you're more teaching to the individual student.

M

Bringing out the best in that individual.

MOE 110

Exactly

M

[Where to from here, J? Where do you think you're headed?]

MOE 110

I don't know, (laugh) getting a job, probably the next couple of years aiming to get some type of full-time job and then maybe two years down the track I might even go back to

Marguerite Jones 19/3/12 2:05 PM

Comment [51]: Actions coming in response to learning- setting goals
Restoration of efficacy leading to increased efficacy and "passion"

Marguerite Jones 19/3/12 2:06 PM

Comment [52]: Research and practice

Marguerite Jones 19/3/12 2:08 PM

Comment [53]: Deeper understanding of what it means to really know your students- here is a shift to more including, discriminating, open, flexible habits of mind and points of view.

Marguerite Jones 19/3/12 2:10 PM

Comment [54]: Asking this is not directly related to the research questions, but will provide a starting point for a new, longitudinal, study in which the goals intern teachers have at the end of the internship, and the actual trajectory of their professional lives can be tracked.

uni and do some sort of specialisation. I don't want to rule out having my own class, because I do want to have the experience of having a full class for a full year, but I really would like to work more one on one more with students rather than have a full class at the moment.

M

OK and I think you might find you're able to do some Special Ed externally.

MOE 110

Yeah exactly, exactly. I know the teachers we had for Special Ed were really, really good so I think I would go back through UNE again, but it just depends on where I am, where I'm at, what we're doing kind of thing. At the moment Special Ed is where I want to end up and where I want to head I think.

M

That's very interesting to hear you say that. Wonderful

How well equipped do you think you are now just coming to the end of your internship?

How well equipped are you for teaching?

MOE 110

Honestly my teacher, she thinks I am ready to go and have my own class and do causal days, she said, and then with my confidence, I think I have to do it by myself to prove to myself that I could do it. My confidence levels are not overly great and I think "What if I get into the classroom?" I think I could handle students swearing at me, I think I could handle that, even students throwing desks at me or anything like that, but I don't think I could handle a student just sitting there and saying "No" that they won't do what I want them to do, um I've asked heaps of teachers "What do you do if a student says "No" they just say that you act on the spur of the moment, but you don't, I'm just thinking that I like to be so prepared kind of, just to be thrown into a classroom, I don't know it's just daunting, very daunting.

M

So it's a daunting thought. Yes, and I think you're right in researching things like when a child says "No" and refuses, I guess you've heard a little bit about Oppositional Defiance Disorder? You don't act on the spur of the moment. It's very wise of you to start to research ways, specific ways by working perhaps with those Special Ed teachers that you have contact with to find out what works and what doesn't work.

MOE 110

Definitely. Yeah, exactly, well that is why I want to work a bit more with these students so that I can accommodate for their needs more, like um I know I've come such a long way since last year, not knowing anything about Autism or Aspergers and now I know so much that I feel very, (pause) yeah, confident.

M

Is there anything else you'd like to add, J, just before we finish off?

MOE 110

Interns should get paid (shared laugh), no, I just found that it was a bit difficult and it was a bit, very, very difficult actually, I don't think I could have done it without M

Marguerite Jones 19/3/12 2:11 PM

Comment [55]:

Marguerite Jones 19/3/12 2:19 PM

Comment [56]: Ask for specific links between UNE coursework/ theories and classroom practice

Marguerite Jones 19/3/12 2:22 PM

Comment [57]: A medium overall efficacy intern emerging from the internship with a more realistic insight into the challenges of the job, and less certain sense of efficacy. Learning has highlighted the need for more learning.

[boyfriend]. It's just, you don't want to work on Saturdays (laugh) or Sundays, you don't want to work seven days a week on your internship. I find it a bit not humiliating but a bit um (long pause) I don't know what you call it, a bit down heartening when you know you've got a casual that's sitting there and you're teaching the whole class the whole day and they're sitting there getting paid, however much they're getting paid, just to sit there, they're not controlling the class, they're not managing the class, they're not doing anything, all they're doing is supervising you, kind of thing and it's a bit um humiliating 'cause you think "OK, Righto, so I need a babysitter!", like it's fair enough that you can't be left alone or anything like that um but you know, we should at least get a small fee.

M

Right, you're doing the work.

MOE 110

Definitely

M

OK, well I hope very soon J that as you finish off your Internship that you get some casual work very quickly.

MOE 110

Well hopefully, it's down to the Diocese now.

M

Absolutely, OK J, well thank you so much for your time, you've just given an extraordinary amount of wonderful feedback on those questions

Really?

And I thank you for taking so much of your time; it's been nearly an hour

Oh, well, I think I've got to go to work in an hour

Well I will leave you now to catch up with M. If you have any questions following on from this or you want to add anything or ask me anything, please send me a quick email

Thank you, J

Alright, thank you so much M, good luck with your research

Thank you very much. Bye for now.

Marguerite Jones 19/3/12 2:24 PM

Comment [58]: Not directly related to the research questions, but it is an important way of honouring the intern, giving her a voice, and listening. There is potential for this to be used in future papers, conference presentations

APPENDIX 4.8. NVIVO NODE SUMMARY

Table a. NVivo node summary

Nodes	Tree Nodes	Evidence
Internship context	Non-challenging Challenging, unsupportive Challenging, supportive Involvement outside the classroom Additional competency	
Significant stakeholders	Mentor teacher Principal Peers, novice teachers, casual teachers Partners, parents	Relationship — inclusion, input valued Enhanced efficacy — given autonomy & responsibility
Key beliefs	HOE beliefs MOE beliefs LOE beliefs	Confirmed Challenged Confirmed Challenged Confirmed Challenged
Experience focused upon	Significant/memorable How did you approach it? Belief in ability to teach change? Learnt from the experience	
What do you do when you reflect?	Written reflection Internal dialogue Dialogic reflection with others Depth of knowledge & meta-language evidenced in reflection	
NSW IT Professional Standards: Elements in which “most challenging experience” occurred	Element 1 Know subject content & how to teach it Element 2, Know students and how they learn Element 3, Plan, assess & report for effective learning Element 4, Communicate effectively	Knowledge of subject content Research based knowledge of pedagogies Knowledge of NSW curriculum requirements Knowledge & proficiency of ICT Knowledge of typical stages & exceptions Knowledge of students’ varied approaches to learning Knowledge of students’ prior learning & impact on current learning Knowledge of specific strategies for indigenous/ESL students Knowledge of literacy strategies for indigenous/ESL students Articulating clear learning goals Planning & implementing sequential lessons to engage & achieve outcomes Assessment strategies Limitations in understanding relationship between assessment & program evaluation Difficulty with explaining

Nodes	Tree Nodes	Evidence
	with students	Managing group structures to achieve teaching/learning goals Giving clear directions re learning goals Knowledge, understanding, efficacy with ICT
	Element 5 Create & maintain challenging classroom environment	Creating environment of respect & rapport Create safe environment for students to risk safe/full participation Establish climate where learning valued Manage activities smoothly Manage student behaviour & student responsibility for learning Managing abuse of Intern by student
	Element 6, Improve professional knowledge and practice	Power imbalance with supervising teacher The vibe of experienced staff Relationships with colleagues Risk-taking with innovative strategies Lack of deep knowledge & understanding of theory Lack of deep knowledge of Policy documents to comply with Explore educational ideas/issues through research (Action Research) Contribute to professional discussion Accept constructive feedback Capacity to analyse & critically reflect
	Element 7, Actively engaged member of profession & wider community	Intern rights & responsibilities Lack of capacity to contribute Communicating effectively
Recommendation for BEd educators	“throw me into hard situations” Strengthen relationship between theory & praxis Specialisation Running the classroom “day to day” More professional experience	

APPENDIX 4.9. INFORMATION SHEET FOR PARTICIPANTS



SCHOOL OF EDUCATION

Armidale, NSW 2351 Australia

Telephone: +61 2 6773 3835/6773 3716

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email: education@une.edu.au

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An investigation into the self-efficacy beliefs and reflective practices of Bachelor of Education students

Principal Researcher Associate Professor Tom Maxwell	School of Education, UNE, Armidale Phone: 02 6773 2583 Email: tmaxwell@une.edu.au
Researcher Associate Professor Lorraine Graham	School of Education, UNE, Armidale Phone: 02 6773 3821 Email: lgraham@une.edu.au
Associate Researcher Ms Marguerite Jones	School of Education, UNE, Armidale Phone: 02 6773 3885 Email: mjones46@une.edu.au

Dear 4th year Bachelor of Education students,

In 2006, I began a research project investigating the learner self-efficacy beliefs, teacher self-efficacy beliefs and reflective practices of your cohort. At that stage you were in the second year of the University of New England's Bachelor of Education program. The findings from this earlier research are now published in several conference proceedings, including UNE's Post Graduate Conference 2007, should you wish to access this work.

A larger, longitudinal research project is now proposed, which involves investigating, once again, the learner self-efficacy beliefs and teacher self-efficacy beliefs of your cohort, as you conclude your course work at UNE, and prior to the commencement of your Internship.

This study aims to investigate the approaches to learning 4th year Bachelor of Education students demonstrate in their reflective thinking. Students' learner and teacher efficacy beliefs will be evidenced in their scales, and approaches to learning will be identified in their reflective practices. It is hypothesised that in learning how to "reflect and theory build" effectively, one is learning how to learn more effectively, and furthermore, that the degree of learner and teacher efficacy affects the quality of reflection. This study aims to answer these questions:

What is the nature of 4th year BEd (Primary) intern teachers' learning, in terms of LEARnT theory?

- 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?

The research involves two phases.

Phase 1. You are invited to complete the Teachers' Sense of Efficacy Scale and the Learner Self-Efficacy Beliefs Survey in the final weeks of Semester 1, prior to the commencement of your BEd Internship.

2. When the Efficacy scales have been analysed and you have almost completed your Internship, you, along with a small number of your cohort, will be asked to participate in a 30–45 minute in-depth telephone interview. You are invited to participate in Phase 2 because the research team feels that you are especially well qualified to tell us about your Internship experiences. Your feedback as a Bachelor of Education Intern will be very valuable in assisting teacher education students to become more effective learners and teachers.

The data gathered from this research project will inform teacher education in the form of a dissertation, scholarly articles and conference presentation. Unless Ethics approval is gained to extend the study, the raw data will be destroyed five years after its collection.

The research team understands that your intention to give consent to participate in this study is given from your present circumstances. We also understand that circumstances may change and you may choose to cease your involvement. Your participation is voluntary and your right to withdraw at any time is respected. You also have the right to use the support services provided by the UNE to address any issue arising from your involvement in this study.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE08/083, valid until 27.5.09). Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale NSW 2351
Phone: 02 6773 3449
Fax: 02 6773 3543
Email: ethics@une.edu.au

At the commencement of Phase 1 you completed the Consent Form to participate in this research. When you reply to this email and arrange an interview time, please include a sentence confirming your continued consent to participate in Phase 2. If you have any questions or points of clarification I will be pleased to discuss them with you.

Kind regards,

Marguerite Jones

Marguerite Jones
Associate Researcher
School of Education

Participants should retain a copy of this information sheet.

APPENDIX 4.10: CONSENT FORM



SCHOOL OF EDUCATION

Armidale, NSW 2351 Australia

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An investigation into the self-efficacy beliefs and reflective practices of Bachelor of Education students

Principal Researcher Associate Professor Tom Maxwell	School of Education, UNE, Armidale Phone: 02 6773 2583 Email: tmaxwell@une.edu.au
Researcher Associate Professor Lorraine Graham	School of Education, UNE, Armidale Phone: 02 6773 3821 Email: lgraham@une.edu.au
Associate Researcher Ms Marguerite Jones	School of Education, UNE, Armidale Phone: 02 6773 3885 Email: mjones46@une.edu.au

CONSENT FORM FOR PARTICIPANTS

I have read the information contained in the Information Sheet and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time without prejudice and that whether or not I participate in the project my results in any subject will not be affected. I agree that research data gathered in the study may be published, provided that my name is not used. I also understand that, should any information regarding the study change so that it differs from the Information Sheet dated 21 May 2008, I will be provided with an additional information sheet containing these details and a reviewed Consent Form.

CONSENT TO PARTICIPATE IN AN INVESTIGATION OF SELF-EFFICACY BELIEFS AND REFLECTIVE PRACTICES OF BACHELOR OF EDUCATION STUDENTS

(Project ID Number: HE08/083)

Student Surname: _____

First Name: _____

Age: _____

Means of entry into the Bachelor of Education: _____

Email contact (for research purposes only): _____

Mobile phone number: (for research purposes only) _____

Participant's Signature: _____

Date: _____

Please return this *Consent Form* to the Associate Researcher and retain the *Information Sheet* for your reference.

APPENDIX 4.11. LEARN T THEORY RESEARCH MANAGEMENT MATRIX

Table a: LEARN T Theory Research Management (LTRM) Matrix (after Smyth & Maxwell, 2008)

1. Describing and defining the research question in response to a review of the Literature:

What is the nature of 4th year BEd (Primary) intern teacher learning, in terms of LEARN T theory?

- 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?

2. Selecting the Cases: Preliminary purposeful sampling

Rationale	“Self-efficacy beliefs are critical determinants of how well knowledge and skills are acquired” (Pajares, 1992). This statement is understood to mean that “self-efficacy beliefs are critical determinants” of learning; that they have a significant impact on the nature of learning. (See Ch. 2 for further discussion on the rationale for determining efficacy.) Since 4th year BEd students and intern teachers are both learners and teachers it was fundamental to the purposes of this research to understand the Efficacy informing both roles.
Data required	Evidence of 4th year BEd (Primary): Learner Efficacy; Teacher Efficacy; and a ranking of Overall Efficacy to enable the selection of a range of High Overall Efficacy (HOE), Medium Overall Efficacy (MOE) and Low Overall Efficacy (LOE) intern teachers for Interview.
Data collection & timing	Learner Self-Efficacy Beliefs Survey (LSEBS) (Jones, 2006) and Teacher Sense of Efficacy Scale (TSES) (M. Tschannen-Moran & A. Woolfolk Hoy, 2001), in final two weeks of Semester 1, July 2008
Knowledge and skills required	Since a Learner efficacy beliefs scale did not exist at the time of this study, the support of Martin’s (2003) “dimensions of learning” informed concepts understood to impact on learner efficacy within the 30 items. Consultation of the draft Learner Self-Efficacy Beliefs Survey (LSEBS) (Jones, 2006) was undertaken with two supervisors and an experienced senior Rasch analysis researcher to refine the instrument before implementation.
Data analysis & timing	Rasch analysis of LSEBS and the TSES to produce rankings based on Learner Efficacy, Teacher Efficacy and Overall Efficacy of each student, August 2008
Knowledge and skills required	Mentoring in setting up the Excel spreadsheets, transferring data to the Winsteps tool, and Rasch analysis assistance with the same experienced senior Rasch analysis researcher.

Table a: LEARNt Theory Research Management (LTRM) Matrix (after Smyth & Maxwell, 2008) (continued)

3. Preparations for collecting the data: Pilot Interviews

Rationale for the in-depth interview	In LEARNt theory the intern teacher is understood to be engaged in theory building. Anthropological interpretivists (see Geertz, 1973 in Minichiello et al., 2008, p. 5) describe “theory building as proceeding by ‘thick description’.” In-depth interviewing allowed the researcher “to gain access to the motives, meanings, actions and reactions” of the intern teachers in the context of the internship, and to probe the “contexts, situations and circumstances of [their] action” when faced with the “most challenging experience” of their internship.
Rationale for piloting the interview	The pilot interviewing is to: test the clarity of questions; establish rapport and effective communication; uncover some insight into the shape of the study not considered; find “common themes and categories”; address concerns of “effective use of time, participants’ issues and researcher’ issues”; “adjust interview schedule”; “refine and readjust the design”; be aware of and “ready to deal with the researcher’s own presuppositions” (Denzin & Lincoln, 2000, p. 213). The purpose of the pilot interview, in effect, is to analyse and refine the research design and select the interview questions that are most effective for answering the research questions.
Data required	Interviews of 1 HOE, 1 MOE and 1 LOE intern teacher regarding their “most significant/memorable experience”
Data collection & timing	Taped responses to the draft semi-structured in-depth telephone interview questions in the final two weeks of the internship, September 2008
Knowledge and skills required	Technical skills of recording using speaker phone and iPod technology (assistance received from ICT lecturer–colleague). Astute listening skills to hear exactly what is being said; effective questioning and interpreting skills; flexibility to fit in with the intern’s timetable and renegotiate missed interview times; capacity to keep some field notes as the interview was unfolding.
Data analysis & timing	Transcribe and undertake “within-case” analysis to evaluate and refine the interview questions for the main study. Time constraints as the three pilot interviews had to be transcribed and analysed in just two days (the last weekend in September, 2008) so that the main study interviews could proceed the following week.
Knowledge and skills required	Preliminary analysis using “Track changes”. Consultation with a fellow research student also undertaking interviews, who emphasised the need to check that each question was contributing to answering the Research question.

Table a: LEARNt Theory Research Management (LTRM) Matrix (after Smyth & Maxwell, 2008) (continued)

4. Collecting data: Main Study Interviews	
Rationale	As the interviews progressed, I developed a keener “eye for detecting the conceptual issues” (Minichiello, et al., 2008, p. 258). Data collection and analysis occur simultaneously; the researcher develops a keener eye for detecting the conceptual issues while collecting the data, giving subsequent interviews increasingly refined direction.
Data required	Taped, semi-structured, in-depth telephone interviews of 8 HOE, 10 MOE and 8 LOE interns as they dialogically reflected on the “most challenging experience” of their internship.
Data collection & timing	Interviews undertaken from October to December 2008.
Knowledge and skills required	See above Pilot Interviews
5. Analysing and evaluating the interviews: Writing the findings in the three Results and Discussion Chapters (Chapter 5, Chapter 6 and Chapter 7)	
Rationale	To reflect upon the data over time to discover recurring themes or events, and to systematically arrange these into “manageable units” capable of retrieval for addressing the Research question (Minichiello, et al., 2008, p. 258).
Data analysis & timing	<p>Transcribe interns’ interviews into transcripts.</p> <p>Taylor and Bogdan’s (1984 in Minichiello et al, 2008 pp. 258) three stages of data analysis: Coding, discovering themes and developing propositions; refining themes and propositions; and reporting the findings.</p> <p>Install NVivo software, Semester 1, 2009. Commence NVivo analysis, Semester 2, 2009.</p> <p>Semesters 1 and 2, 2010: Within-case analysis in which evidence of High Overall Efficacy (HOE), Medium Overall Efficacy (MOE) and Low Overall Efficacy (LOE) intern teachers’ prior Learning, Efficacy and Action, Reflection and Theory making is coded to understand:</p> <ol style="list-style-type: none"> i. the nature of intern teachers’ learning, namely transformative, adaptive or reflex-ive as defined by the LEARNt theoretical framework; ii. possible relationships between efficacy and reflective thinking. <p>Synthesis of new knowledge and understanding of 4th year BEd intern teachers’ learning.</p>
Knowledge and skills required	<p>Transcription equipment and skills: NVivo course at the Australian National University (ANU) January 2009.</p> <p>“<i>Thematic</i>” analysis to move beyond initial impressions and ensure the accuracy and reliability of the findings.</p> <p>The capacity to develop a <i>narrative approach suitable for reporting</i> the qualitative evidence within each case study in the three Results and Discussion Chapters.</p>

Table a: LEARNt Theory Research Management (LTRM) Matrix (after Smyth & Maxwell, 2008) (continued)

6. Synthesising the data: Writing the final Chapters (Chapter 8, Overall Results and Discussion and Chapter 9, Conclusions and Implications) to address the research questions:

What is the nature of 4th year BEd (Primary) intern teachers' learning, in terms of LEARNt theory?

- 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?

Rationale	<p>Cross-case analysis in which the prior <u>L</u>earning, <u>E</u>fficacy and <u>A</u>ction, <u>R</u>eflection and <u>T</u>heory making of the intern teachers are compared and contrasted between the three overall efficacy groups (HOE, MOE and LOE). Again, the focus is upon factors which address the research sub-questions and thereby the main research question by highlighting:</p> <ol style="list-style-type: none"> i. the nature of intern teachers' learning, namely transformative, adaptive or reflex-ive as defined by the LEARNt theoretical framework; ii. possible relationships between efficacy and reflective thinking. <p>Synthesis of new knowledge and understanding of 4th year BEd intern teachers' learning.</p>
Data required	Within-case study analysis data.
Data collection & timing	Already gathered in the previous three Results and Discussion chapters.
Knowledge and skills required	N/A
Data analysis & timing	Semester 2 2010 and 2011
Knowledge and skills required	<p>Capacity to undertake manual cross-case analysis coding and writing up of results.</p> <p>Formulate tables of key codes and attributes as a means of summarising and making manageable the results.</p> <p>Synthesising the findings into new knowledge and discussing in terms of current literature.</p> <p>Chapter 9, developing synopses, discussing the implications of the study, and directions for future research.</p> <p>Perseverance, academic writing and help seeking to complete the thesis.</p>

APPENDIX 8.1. CASE STUDY SUMMARY OF INTERNS BY TRANSFORMATIVE, ADAPTIVE AND REFLEX-IVE APPROACHES TO LEARNING

Table a: Case study summary: Interns with Transformative approaches to learning

BEd intern teacher	Context/Support	Belonging	Autonomy	Most challenging experience	Dissonance/Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
HOE 184 F/21, PR Scheme No add. competency	Non-Prob./ Low support	√ with mentor	√	“It was the lack of respect” of contribution (Standard 6.1.4) to discussion of “differentiating the curriculum” (Standard 3.1.3)	Acute dissonance Full presence	Objective reframing. Epochal transformation	Self	√	√
HOE 151 F/23 TAFE Special Needs Ed’n add. competency	Non-Prob./High support	√	√	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)	No dissonance Full presence	Objective & subjective reframing. Epochal & incremental transformation	Self	√	√
HOE 180 F/31 Mature Age Natural Resources add. competency	Prob./ Low support	X	√	Standards 5.1.5 and 5.2.5 Managing student behaviour and getting support from school executive staff Ethical: Need for Intern’s “right” to the support stipulated in Internship Handbook and Standard 7.1.	Persistent & acute dissonance Full presence	Subjective & objective reframing. Epochal & incremental transformation	Self	√	√

Table a: Case study summary: Interns with Transformative approaches to learning (continued)

BEd intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
HOE 131 M/22 PR Scheme No add. competency	Prob/ High support	√	√	Standards 5.1.7 and 5.2.7, student aggression in classroom. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Full presence	Subjective reframing Epochal transformation	Mentor teacher Principal	√	√
HOE 125, F/21 PR Scheme No add. competency	Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, student aggression and defiance in an assembly. Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Full presence	Subjective reframing Epochal transformation	Casual teacher Principal	√	√
MOE 121 F/26 Open Uni. entry Science Honours add. competency	Prob./ High Support	√	√	Standards 5.1.2 and 5.2.5, Classroom control Standards 1.12 and 1.2.2 in a student-centred, hands-on Science lesson	Acute dissonance Full presence	Subjective reframing Epochal transformation	Self	X	√

Table a: Case study summary: Interns with Transformative approaches to learning (continued)

BEd intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
MOE 1101 F/32 Mature Age NA Literacy add. competency	Prob./ Low Support	X	✓	Standards 2.1.6 and 2.2.6, implementing NA Literacy program to meet the learning needs of Aboriginal & Special Education Needs students	No dissonance Full presence	Objective & subjective reframing Epochal & incremental transformation	Self, Partner Peer	✓	✓
MOE 187 M/26, Mature Age entry ICT add. competency	Non-Prob./ High Support	✓	✓	Standards 5.1.7 and 5.2.7, student/student aggression in PE Lesson. Ethical: Intern's "right" to be informed of policies & procedures in Internship Handbook and Standard 7.1.5	Acute dissonance, Full presence	Subjective & objective reframing/Epochal & incremental transformation	Self	✓	✓
MOE 118 F/21, PR Scheme No add. competency	Non-Prob./ High Support	✓	✓	Standards 1.1.4 and 1.2.4, integrating Smartboard technology to enhance student engagement and learning	Persistent & acute dissonance Full presence	Objective & subjective reframing Incremental transformation	Mentor teacher Principal	✓	✓

Table a: Case study summary: Interns with Transformative approaches to learning (continued)

BEd intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
MOE 134 M/21 UAI No add. competency	Non- Prob./ High Support	√ mentor X staff	√	Standards 5.1.7 and 5.2.7, intern assaulted by student in PE Lesson. Ethical: Need for Intern's "right" to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Full presence	Subjective reframing Incremental transformation	Mentor teacher Deputy Principal Mum	√	√
MOE 138 M/21 PR Scheme NA Literacy add. competency	Prob./ High Support	√	√	Standards 2.1.6 and 2.2.6, implementing NA Literacy program to meet the learning needs of Aboriginal & Special Education Needs students	No dissonance Full presence	Subjective reframing Incremental transformation	Mentor Principal Peers	√	√
LOE 114 F/21 PR Scheme PE add. competency	Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, student/student aggression in outdoor PE lesson. Ethical: Need for Intern's "right" to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Full presence	Subjective reframing Epochal transformation	Self Graduate teacher Mentor teacher	√	√

Table a: Case study summary: Interns with Transformative approaches to learning (continued)

BEd intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
LOE 117 F/21 UAI No add. competency	Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, intern physically assaulted by student. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Persistent & acute Full presence	Objective & subjective reframing Epochal & incremental transformation	Self Mentor teacher Principal	√	√
LOE 149 F/21 PR Scheme No add. competency	Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, Intern verbally assaulted by student. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Persistent & acute Full presence	Objective & subjective reframing Epochal & incremental transformation	Self, Mentor teacher Teachers	√	√
LOE 171 F/21 UAI No add. competency	Prob./ Low support	X	√	Standards 5.1.7 and 5.2.7, student running from classroom. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Persistent & acute Full presence	Objective & subjective reframing Epochal & incremental transformation	Self Casual teacher Mum	√	√
LOE 108 F/21 PR Scheme Dance add. competency	Non- Prob./ High support	√	√	Standards 3.1.2 and 3.2.2, Teaching a Dance to 70 Stage 1 students for a Regional Dance Festival	Acute dissonance Full presence	Subjective reframing Epochal transformation	Self Mentor teacher Principal	√	√

Table b: Case study summary: Interns with Adaptive approaches to learning

BEd intern teacher	Context/Support	Belonging	Autonomy	Most challenging experience	Dissonance/Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
HOE 124 M/22 PR Scheme No add. competency	Non-Prob./High support	√	√	Standards 3.1.2 and 3.2.2, planning and implementing COGs unit to engage students and achieve syllabus outcomes	No dissonance Partial presence	No reframing Non-critical reflection	Mentor teacher	√	√
MOE 110 F/21 PR Scheme No add. competency	Prob./High Support	√	√	Standard 6.1.7, Action Research to implement strategies to engage Special Needs and ESL students (Standards 2.1.5 and 2.2.5)	Persistent & acute Partial presence	No reframing Non-critical reflection	Mentor teacher Principal	√	√
MOE 178 M/23 PR Scheme No add. competency	Non-Prob./High Support	√	√	Standard 6.1.7, Action Research to find and implement strategies to motivate a disengaged student (Standards 2.1.5 and 2.2.5)	Persistent & acute Partial presence	No reframing Non-critical reflection	Mentor teacher Teachers Peers	X	X

Table b: Case study summary: Interns with Adaptive approaches to learning (continued)

BEd intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
MOE 120 F/21 PR Scheme No add. competency	Non- Prob./ High Support	√	√	Standards 5.1.7 and 5.2.7, student aggression in classroom. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Partial presence	No reframing Non-critical reflection	Self Mentor teacher Teachers	√	X
LOE 102 M/26 Mature Age Cricket add. competency	Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, student ran out of class. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Partial presence	No reframing Non-critical reflection	Self Mentor teacher Principal	√	X
LOE 132 F/21 PR Scheme No add. competency	Non- Prob./ High support	√	√	Standards 5.1.7 and 5.2.7, student aggression in outdoor PE lesson. Ethical: Need for Intern’s “right” to be informed of policies in Internship Handbook & Standard 7.1.5.	Acute dissonance Partial presence	No reframing Non-critical reflection	Self Mentor teacher Mum	√	√

Table c: Case study summary: Interns with Reflex-ive approaches to learning

BEed intern teacher	Context/S support	Belonging	Autonomy	Most challenging experience	Dissonance/ Reflection -in-action	Reflection -on-action	Dialogue	Generosity	Mastery
HOE 109 F/22 UAI No add. competency	Prob./ High support	√	X	Standards 2.1.5 and 2.2.5, meeting the learning needs of a Special Needs student and those of the class	Persistent dissonance Limited presence	No reframing Non-reflection Normative- impressionistic Non-learning	Mentor teacher	X	X
HOE 141 F/23 PR Scheme PE add. competency	Non- Prob./High support	√	X	Standards 2.1.3 and 2.2.3, applying different approaches to enhance students' spelling of a nonsense word for a performance	No dissonance Limited presence	No reframing Non-reflection Normative- impressionistic Non-learning	Mentor teacher	X	X
MOE 133 F/21 UAI Catholic RE add. competency	Prob./ Low support	X	X	Disregard of Intern's "rights" Ethical: Need for Intern's "right" to the autonomy and support stipulated in Internship Handbook and Standard 7.1.5	Persistent dissonance Limited presence	No reframing Non-reflection Normative- impressionistic Non-learning	Friends Peers	X	X
LOE 146 F/21 PR Scheme No add. competency	Prob./ Low support	X	X	Standard 6.1.1, lack of capacity to reflect critically. Ethical: Need for Intern's "right" to autonomy & support as stipulated in Internship Handbook met and Standard 7.1.5	Persistent & acute dissonance Limited presence	No reframing Non-reflection Non-learning	Self	X	X