Visiting Lecturers Promoting Self-Regulated Learning with Student Teachers

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Abstract

The role the visiting lecturer plays in promoting and supporting student teacher learning on practicum is an important one in Initial Teacher Education (ITE). The practicum experience is a challenging and high stakes environment for student teachers, and it is essential they receive support from those with responsibility for assisting them in their learning, namely the visiting lecturer and associate teacher. A central argument of the current research study, is that student teacher learning is not simply focussed on surviving the practicum and meeting set requirements, but in being challenged to acquire the skills of self-regulated learning and the development of adaptive expertise. What is also important is the creating and fostering of partnerships by visiting lecturers with schools, and relationships with associate teachers, working together for the promotion of student teacher learning on practicum.

This research study investigated the specific role the visiting lecturer plays in supporting student teacher learning on practicum and was guided by three questions. The first two questions related to the role visiting lecturers played in the setting, monitoring and evaluating of student teachers' learning goals and how they specifically supported and helped to improve student teachers' pedagogical practice while on practicum. The third question focussed on the ways in which visiting lecturers created partnerships with schools and relationships with associate teachers, and the extent to which these relationships enhanced student teacher learning.

Case study methodology was used to investigate the role the visiting lecturer played in student teacher learning and focussed intensively on the phenomenon of how student teacher learning is promoted during practicum. Seven visiting lecturers, 18 student teachers and 18 associate teachers participated in the research study from two different programmes at a Faculty of Education in Auckland, New Zealand. Three leaders with responsibility for ITE also participated. Data collection involved semi-structured interviews, focus group interviews, the

taping of initial practicum meetings and triadic/professional discussions during the practicum, together with written documentation.

The research findings indicated that the seven visiting lecturers enacted their role in student teacher learning on practicum very differently. Three of the seven visiting lecturers were highly effective in supporting and promoting the skills of self-regulation, while at the same time they created supportive partnerships with associate teachers for the promotion of key strategies and behaviours. The other four visiting lecturers performed their role in varying and, at times, seemingly less effective ways.

The effective visiting lecturers (in partnership with the associate teachers) created conditions of collaboration and support within the practicum environment that enabled the student teachers to develop the skills of self-regulated learning, and thus, I would argue, developed a foundation for becoming adaptive experts. One of the pivotal findings from the research study emphasised the importance of the conversations that took place between the visiting lecturer, associate teacher and student teacher promoting self-regulatory practices. The effective visiting lecturers recognised and acknowledged the knowledge and contributions of associate teachers in the conversations in support of student teachers and their learning. For that reason, more attention has to be paid to visiting lecturers and associate teachers being supportive and inclusive of the role they play in the promotion of student teacher learning. Each of the two parties has a unique role to play, and both visiting lecturers and associate teachers should recognise what each party contributes to ITE and learn from each other (Timperley, 2001).

Research studies (e.g., Darling-Hammond, 2006a; Fayne, 2007) have emphasised the importance of student teachers taking responsibility for their own learning, by engaging in personal inquiry and reflection. The findings of the current research study indicated that promoting and supporting self-regulatory skills leading to the development of adaptive

expertise, is an integral part of high quality student teacher learning. While there is a wealth of literature exploring the role of ITE and practicum experiences on student teacher learning, very few studies have examined the specific role of the visiting lecturer and associate teacher working together in a complementary partnership, focused on supporting student teachers learning the skills and behaviours of self-regulated learning. Given the paucity of literature in this area, a focus on the role the visiting lecturer plays in student teacher learning, supported by the associate teacher, add valuable insight for those in ITE.

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Chapter One

Introduction

Learning to teach is both complex and demanding, and support for student teachers from the visiting lecturer can be crucial in this process. In a framework entitled 'Preparing teachers for a changing world: What teachers should learn and be able to do' Darling-Hammond and Bransford (2005) proposed that teaching, as a profession, "should encompass knowledge of learners and how they learn and develop within a social context; teaching should encompass knowledge of subject matter and skills; and there should be an understanding of teaching in light of content and learners" (Darling-Hammond & Bransford 2005, p. 83). In addition teachers need to develop a set of dispositions "or habits of thinking and action – about teaching, children and the role of the teacher" (Hammerness et al., 2005, p. 387). Teaching dispositions include the "disposition to reflect and to learn from practice" which Cochran-Smith and Lytle have termed "inquiry as stance" (1999, p. 250).

Just how student teachers develop such requisite knowledge, skills and dispositions as a professional knowledge base and competence for teaching, is the subject of ongoing debate. This research study sought to investigate the specific role the university-based visiting lecturer plays in promoting and supporting student teacher learning as they work in a complementary partnership with the school-based associate teacher. I argue in this study that key learning, such as the development of self-regulatory skills, are important strategies for student teachers to acquire for the promotion of their learning and in the development towards becoming a teacher.

One of the aims of Initial Teacher Education (ITE) is "the development of teachers who have the skills and dispositions to continually inquire into their own teaching practice" (Zeichner, 1987, p. 565) and the importance of student teachers learning the skills and behaviours of self-regulation is central to this process. The *New Zealand Curriculum* emphasises the importance of students within classrooms becoming reflective learners

(Ministry of Education [MoE], 2007). In order for this process of reflection to occur, student teachers themselves need to be able to monitor and reflect on their own teaching and learning with support from visiting lecturers and associate teachers. In this way student teachers will then be able to "make the process and reasons for reflecting explicit" to the students they teach (Wilson & Wing, 1993, p. 2). The sharing of experiences and the joint exploration of beliefs about teaching and learning are important roles the visiting lecturer plays in supporting student teacher learning (Caires, Almedia, & Vieira, 2012).

Within a complementary partnership the visiting lecturer must recognise the knowledge, expertise and skills the associate teacher can bring to student teacher learning, while at the same time utilising their own complementary knowledge, expertise and skills in curriculum, knowledge of pedagogy and learning. The strength of such a relationship lies with each partner being able to build mutual respect and trust thought to be essential to the success of such partnerships (Crawford, Killingsworth, Roberts, & Hickmann, 2009). Student teachers' learning is promoted through visiting lecturers and associate teachers, guiding them through conversations before and during practicum, particularly following observed teaching. During this process both parties (visiting lecturer and associate teacher), can act as "experts who notice features of situations and problems that escape the attention of novices" while assisting student teachers in reflecting on and self-regulating their own practice (Donovan, Bransford, & Pellegrino, 2008, p. 25). Truly collaborative partnerships and relationships (as described above) can create powerful places for student teachers and their learning (Darling-Hammond, 2006a).

In New Zealand, high quality relationships and partnerships between the ITE providers, schools and student teachers on practicum are considered to be critical (MoE, 2010). Furthermore, a workforce advisory report to the Minister of Education on a vision for the teaching profession, reported that these high quality relationships are perceived to be essential in the development of critical reflection and teaching, resulting in maximum benefit for all

learners (MoE, 2010). The knowledge of teaching and learning which both visiting lecturers and associate teachers have, provides the foundation and context student teachers need to make conceptual changes in their beliefs about learning in the "unique context of teaching" (Wang & Odell, 2002, p. 489).

Ultimately in ITE it is important for student teachers to take responsibility for their own learning. Therefore, clearly implicit in the process of learning to teach for student teachers are self-regulatory skills and strategies, which should form a central tenet of the way self-regulation is promoted during the triadic/professional discussions with visiting lecturers and associate teachers. Schunk (1990) defined self-regulation as what happens when students activate and sustain cognitions, emotions and behaviours, which are systematically orientated toward the attainment of learning goals. This applies as much to student teachers as to student learners. Research on self-regulated learning (e.g., Zimmerman, 2002) states that effective self-regulated learning involves the following selective use of processes adapted to each learning task. The processes include setting proximal goals for oneself; adopting appropriate strategies and knowing what constitutes a successful performance to attain the goals; monitoring one's performance and responding to feedback; restructuring the social context in line with the goals; managing one's time effectively; self-evaluating; attributing causation to results and adapting to future learning while managing both motivational and emotional aspects of learning (Zimmerman, 2002). Significantly, students' levels of learning have been found to be based on whether or not these self-regulatory processes are present or absent (Schunk & Zimmerman, 1994).

In this thesis I argue that the role of the visiting lecturer is important in supporting student teachers to acquire reflective and analytic skills, and making the processes and reasons for reflection explicit to student teachers in learning to teach. It is through the process of acquiring the skills of self-regulation, that student teachers can develop an awareness and

knowledge of their own learning (Kremer-Hayon & Tillema, 1999). It has been argued that critical thinking and reflection are important aspects of self-regulated learning, in that they allow student teachers, with support from initial teacher educators, "to critique taken-for-granted assumptions, so they become more receptive to alternative ways of thinking and behaving" about their teaching and learning (Harrison & Lee, 2011, p. 201). Responding to feedback and constructive criticism about their teaching and learning progress, combined with the opportunity to critically reflect, provides student teachers with the opportunity for effective learning to occur (Eisner, 2002; Smith & Lev-Ari, 2005).

Significance and Focus of the Study

The setting, monitoring and evaluating of goals, which occurs during the conversations and triadic/professional discussions between the visiting lecturer, associate teacher and student teacher, can be important in encouraging opportunities for student teachers to develop self-regulatory skills and behaviours. Self-regulation emphasises autonomy and control, with the learner monitoring and regulating their own actions towards achieving their learning goals, and thereby expanding their own expertise and accepting responsibility for their own learning within a supportive environment (Kolić-Vehovec, Roncevic, & Bajsanski, 2008). Metacognition, an essential element in self-regulated learning, is defined as "any knowledge or cognitive activity that takes as its object, or regulates, any aspect of any cognitive enterprise" with its core meaning being cognition about cognition or learning about learning (Flavell, 1985, p. 104). The current research study focussed on visiting lecturers supporting and promoting student teachers in self-regulating their own learning, by setting relevant learning goals, becoming more metacognitive, reflective and striving to improve, change and adapt their teaching practice if necessary.

Goal setting on practicum is an important part of learning to teach for student teachers, and essential for the effective regulation of learning. Self-regulation requires that learning goals

set are realistic, challenging and attainable, and as learners work on attaining their goals they should observe and monitor their performance and evaluate their own progress (Schunk, 1990). A learning goal is defined as an overarching goal, where the students have a clear direction about instructional targets as well as levels of understandings and performance for those targets (Marzano, 2007). A number of researchers (e.g., Schunk, 2001) have indicated that planning and goal setting are complementary processes, and can assist learners in establishing realistic goals and strategies which, in turn, can lead to success in learning the skills of self-regulation. Therefore it was important in the current research study to establish how the visiting lecturers and associate teachers supported and challenged the student teachers in planning each of the stages of setting, monitoring and evaluating their learning goals.

In order to effectively regulate learning, there is a necessity for student teachers to acquire a professional knowledge base, that is, a blend of content, curriculum and pedagogical knowledge which is necessary to teach children (Darling-Hammond & Bransford, 2005). It is generally accepted (e.g., Shulman & Shulman, 2004) that effective teaching in schools has a much stronger influence on children's learning than any other factor, apart from a child's prior knowledge, therefore the importance of student teachers acquiring a professional knowledge base is essential in learning to teach. This research study aimed to develop a better understanding of the complexities of student teachers' learning to teach, and to recognise the pivotal role visiting lecturers can play in developing practices that support "engagement in academically effective forms of self-regulated learning" (Perry, Hutchinson, & Thauberger, 2008, p. 97).

Researcher's Stance

During the past 14 years my role as an initial teacher educator and visiting lecturer has taken me into a large number of New Zealand primary and intermediate school classrooms and enabled me to work with, and alongside, many student teachers and associate teachers. From

my own observations and personal experiences I believe that truly effective partnerships between visiting lecturers and associate teachers which support student teacher learning, are those which are complementary in practice. By 'complementary' I mean the relationships are where the two partners (visiting lecturer and associate teacher), are working together to support the student teacher in their goal of becoming a self-regulated learner and teacher, with each partner contributing their knowledge, skills and expertise.

The Research Questions

The research was framed around one central question: What is the role of the visiting lecturer in supporting student teacher learning on practicum and the promotion of self-regulated learning?

The investigation was guided by three further questions:

1. What role does the visiting lecturer play in the setting, monitoring and evaluating of goals with student teachers?
2. How does the visiting lecturer support and improve pedagogical practice for student teachers on practicum?
3. How does the visiting lecturer create and foster partnerships with schools and relationships with associate teachers to enhance student teacher learning on practicum?

Reader Guidelines Regarding Terms and Acronyms

Internationally, there are a range of terms utilised in ITE. For the purposes of this research the following terms are used: *student teacher* (preservice teacher/teacher candidate), *associate teacher* (school supervisor/mentor teacher/collaborating teacher/experienced teacher), *visiting lecturer* (university or college supervisor/mentoring supervisor, teacher educator, university mentor, professional supervisor), *ITE* (preservice teacher education),

triadic/professional discussion (learning conversation, professional conversation/3-way discussion).

Overview of the Chapters

National and international literature and research is reviewed, analysed and critiqued in Chapter Two. This literature includes research on different partnerships between universities and schools which promote student teacher learning, and how the partnerships have evolved, including the partnership between the visiting lecturer and associate teacher. The chapter includes literature on the skills and behaviours of self-regulated learning, the necessary knowledge, skills and dispositions student teachers need in their learning to be a teacher, and the role of the visiting lecturer in supporting student teacher learning on practicum.

Chapter Three provides a contextual overview to situate the research within ITE and provides a description of the two programmes in which the research study was located, the Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) at one university.

Chapter Four describes the research methodology and research design.

Results and discussion outlining the role the visiting lecturer plays in the setting, monitoring and evaluating of learning goals with student teachers are presented in Chapter Five. The second results and discussion chapter, Chapter Six, examines the role the visiting lecturer plays in supporting and improving pedagogical practice for student teachers on practicum. Chapter Seven, the third results and discussion chapter, investigates how the visiting lecturer creates and fosters complementary partnerships with schools, and relationships with associate teachers, to enhance student teacher learning on practicum.

The final chapter, Chapter Eight, concludes the study, and analyses and interprets what the visiting lecturers specifically did (or did not do) to promote and support student teacher

learning. The chapter also discusses the implications of the research for ITE, policy and for future research.

Chapter Two

Literature Review

International literature has identified practicum is an essential and complex component of learning to be a teacher **(**e.g., Cochran-Smith & Power, 2010; Hascher, Cocard, & Moser, 2004; Le Cornu, 2010). As Britzman (2003) commented, learning to teach is not only about dealing with the present, it is also about negotiating the past and "throughout student teaching, the tensions between biography, practice and structure create a cacophony of conflicting demands" (p. 443). Critical to the learning process are the learning opportunities provided (Bullough, Young, & Draper, 2004) and the guidance and support through supervision given by key players. Consequently, for some time, there has been a move to develop closer and stronger university–school partnerships to build more quality based learning opportunities for student teachers, drawing together theoretical learning from coursework with practicum experiences (Korthagen, 2010).

Different types of partnerships between universities and schools, and the role the visiting lecturer plays in these partnerships to improve student teacher learning, will be outlined in the first section of this chapter. Particular attention will be given to the theoretical underpinning of the partnerships, and how different understandings of these partnerships between the universities and schools have evolved. An examination of some of the acknowledged constraints and tensions will also be discussed.

Following on from the discussion about partnerships between universities and schools, is a section about student teacher learning on practicum. The role both the visiting lecturer and associate teacher play will be investigated, and how they work together in a complementary partnership while promoting the necessary knowledge, skills and dispositions student teachers need in their learning. Given the complexity of teaching, learning strategies of self-regulation can be important for student teachers to overcome any gaps in their knowledge, and the

promotion of effective pedagogical approaches in their teaching practice. For this reason, particular attention is paid to self-regulated learning in this review.

Partnerships between Universities and Schools

Partnerships between universities and schools have existed for a long time in ITE in various configurations with differing outcomes. However, for these partnerships to be successful and to have a positive impact on student teacher learning, they require "… extensive collaboration, reflection and continued revision on the part of those involved" (Peel, Peel, & Baker, 2002, p. 319). As Kruger, Davies, Eckersley, Newell, and Cherednichenko (2009) identified, "Partnerships are a social practice achieved through and characterised by trust, mutuality and reciprocity among preservice teachers, teachers and other school colleagues and teacher educators" (p.10). While there is a wealth of literature exploring the role of ITE and practicum experiences on student teacher learning, very few studies have examined the specific role of the visiting lecturer and associate teacher working together in a complementary partnership focused on supporting student teachers learning the skills of self-regulated learning on practicum.

Inherent in these notions of partnerships between the universities and schools is the importance of building learning relationships between the parties. Such partnerships should have a commitment to "reciprocal learning relationships" (Le Cornu & Ewing, 2008, p. 1809) where teacher educators, mentor teachers and preservice teachers work together to advance learning, and have a clear understanding of the key expectations of the practicum. Trust has been identified as a precondition for the improvement of professional practice (Bryk & Schneider, 2002). As Crawford et al. (2009) argued, building up trust and mutual respect is thought to be essential to successful partnerships because, "It is only under these circumstances that schools and universities can come together as equal partners and work towards a

simultaneous renewal of their joint responsibilities of creating educational systems of excellence" (p. 95).

In Australia, Ramsay (2000) described the current and future partnerships between universities and schools as only "strengthened by structures and processes in which teacher educators and teachers work together with a shared identity as members of the teaching profession" (p. 52). Further, in New Zealand, Villers and Mackisack (2011) advocated for universities and schools sharing the responsibility for developing "partnership relationships that uphold theoretically informed and research-based shared learning" (p. 192). Their research was based on a collaboration between a university lecturer and school-based co-ordinators, and underpinned by the belief in the important role the university lecturer and associate teachers play in the preparation of beginning teachers for teaching. Villers and Mackisack believed that, through these improved relationships between the university and schools, there should develop the expectation of a trusting and respectful professional partnership.

A key player in the partnership from the university is the visiting lecturer, liaising and working in a complementary relationship with the associate teachers. It is the nature of the partnership which is crucial, one focused on both partners working together, utilising the knowledge, skills and expertise of both the visiting lecturer and associate teacher. However, the role of the visiting lecturer is one which is often relatively invisible and contradictory at times, as is evident in the comments from the following researchers. Lawson, Cakmak, Gunduz, and Busher (2015) pointed out that the visiting lecturer role is more poorly researched and findings are inconsistent in comparison to other stakeholders' roles in student teacher learning. Fayne (2007) stated that visiting lecturers serve a distinct and important function both as supervisors and as a link between the university and school, but "the professional literature provides little information on whether or not student teachers value college/university

supervisors" (p. 54). Le Cornu (2008) suggested the role of the university mentor in schools involves "complex cognitive, emotional and interpersonal work" (p. 10).

Further to the viewpoints expressed above, Wilson (2006) argued that, even though student teacher learning on practicum is a crucial part of ITE, supervision by visiting lecturers remains an underutilised resource. When Beck and Kosnik (2002a) in their Canadian study asked student teachers to identify components of a good practicum, the conclusions were that the impact of the university supervisor on their learning was primarily invisible. Similarly, Cuenca, Schmeichel, Butler, Dinkelman, and Nicols (2011) postulated that the university supervisor is often considered extraneous to the work of ITE. The viewpoints of the researchers mentioned above, strengthen the argument that there is a need to understand further the complexities of the interactions between visiting lecturer and student teacher, and the relationship and partnership between the visiting lecturer and associate teacher in supporting student teacher learning on practicum.

Types of partnerships. Drawing on developments about different types of partnerships Darling-Hammond (2006a) suggested that there were three critically important pedagogical cornerstones in ITE programmes, all of which involve universities and schools working in partnerships. These three cornerstones included an integration of academic courses and teaching experiences, supervised clinical work integrated with academic course work and proactive relationships between schools and the universities.

The first of Darling-Hammond's (2006a) cornerstones was a tight, coherent integration of academic courses and teaching experiences between the universities and schools. One suggestion designed to break down the barriers between the faculty and schools was through the university supervisor and school-based mentor teacher co-planning and co-teaching the academic courses bringing together "an integration of roles" (p. 306). By working together in

this way, information was shared and there was common knowledge and similar expectations about both programmes.

The second cornerstone Darling-Hammond (2006a) identified was “extensive and intensely supervised clinical work tightly integrated with course work” which allowed student teachers to learn from experts and expert practice, within both the university and schools (p. 307). Darling-Hammond continued that the most powerful programmes in teacher education require student teachers to spend long periods of time in schools “examining and applying the concepts and strategies they are simultaneously learning about in their courses alongside teachers who can show them how to teach in ways that are responsive to learners” (2006a, p. 307).

The third pedagogical cornerstone pinpointed was the establishment of more effective relationships between the universities and schools. In such schools involved in the partnership model, support was given to “practice-based and practice-sensitive research” carried out in a collaborative way by teachers, teacher educators and researchers, where the primary aim was to develop the quality of learning achieved in the schools (Darling-Hammond, 2006a, p. 309). In this pedagogical cornerstone, university faculty were sometimes involved in the teaching of children in the schools, and conducting professional development on the school site (Darling-Hammond, 2006a). However, as will be acknowledged in the next section, such partnerships are often difficult to sustain and there are constraints and associated tensions, but, if they are resolved, the outcome is a more productive learning environment for all.

Korthagen (2010) expressed a similar viewpoint to Darling-Hammond (2006a). In addressing the theory–practice concern in the past, Korthagen stated the focus has consistently been on how to link the theory to practice rather than the practice to theory, identifying a significant need for stronger university–school partnerships. Korthagen (2010) concluded that in order to address the theory–practice rather than the practice to theory, stronger university–

school partnerships and careful programme design is needed based on three aspects: an elaborated view of the intended process of teacher learning; specific pedagogical approaches; and an investment in the quality of staff members, showing a new direction and so-called realistic approach in the pedagogy of teacher education.

An Australian report 'Top of the class: Report on the inquiry into teacher education' (2007) also confirmed the importance of partnerships between the university and schools, focusing specifically on the relationship between the teacher educator, mentor teacher and preservice teacher and the learning which resulted for all parties (Kruger et al., 2009). There were three notions underpinning an effective and sustainable partnership between universities and schools identified in the report. The first notion was the importance of having a focus on learning, the second notion was the expectation that all three parties (teacher educator, mentor teacher and preservice teacher) would be learners together resulting in altered relationship practices, and the third notion, more professional learning conversations (Kruger et al., 2009). Kruger et al. (2009) continued, "The practical core of the effective partnership is the professional relationships which the partnership initiates" and as a result would encourage and provide for "… more conversations among preservice teachers, mentor teachers and teacher educators" (p. 10). What was reiterated in the report was that an effective and sustainable partnership enabled "structures which span the boundaries of schools and university" to provide "… the space for stakeholders to initiate new learning relationships by valuing the contributions made by each partner forming committed relationships" (Kruger et al., 2009, p. 10).

The importance of partnerships between universities and schools was also emphasised by Le Cornu and Ewing (2008) in their conceptual framework for developing professional experiences for pre-service teachers, at two Australian universities. The framework was reconceptualised around the notion of learning communities. The learning communities view

of professional experience is underpinned by a constructivist view of learning extending from an individual to a shared focus of learning (Le Cornu & Ewing, 2008). It was through shared learning and a joint construction style of supervision by the university mentor, mentor teacher and preservice teacher, that there was the expectation all three parties would learn from each other. Le Cornu and Ewing (2008) argued that framing professional experiences around the notion of a learning communities model had the "potential to support preservice teachers to work with their peers and mentor teachers in a more collegial and reciprocal way" (p. 1799). The study emphasised the importance of preservice teachers taking responsibility for their own learning, and that the learning communities view of professional experience was "underpinned by a constructivist view of learning" (Le Cornu & Ewing, 2008, p. 1803).

Le Cornu and Ewing (2008) concluded in their study that all practicum experiences for preservice teacher education should be underpinned by the notions of collaboration, partnership and reflection, as outlined in their learning communities model. At a later date the researchers added the notion of reciprocity to the notions of collaboration, partnership and reflection (Le Cornu, 2009). In their justification the researchers argued, when student teachers saw themselves as co-learners and co-constructors of knowledge, a capacity for reciprocity was developed and "they learn to accept some responsibility for the part they play in others' learning" (Le Cornu & Ewing, 2008, p. 1808). Le Cornu (2010) commented that a learning communities model for practicum experiences with a commitment to reciprocity "provided for enhanced professional dialogue and professional learning between all participants" including preservice teachers, mentor teachers and university mentors (p. 202).

There were important aspects of the university mentor's work within these reciprocal partnerships highlighted in a small empirical study involving a Master of Teaching programme at an Australian university with a university mentor and six school co-ordinators - three principals and three deputy principals (Le Cornu, 2012). While the study related to the school

co-ordinator and their role in the practicum experience, the study is pertinent to the current research study because of the importance of the co-ordinator's relationship with the university mentor and the partnership between the university and schools. The co-ordinators in the study valued the reconceptualised role of the university mentor (using the learning communities model), the ongoing shared dialogue during school visits and meetings, and the prioritised support for all the participants involved in the practicum including mentor teachers, preservice teachers and co-ordinators which was given by the university mentor. The co-ordinators in the study had been working with the university mentor from between two to five years "… so a respectful, trusting relationship had been developed" and the university mentor was, they stated, "crucial to the partnership" (Le Cornu, 2012, p. 22). Darling-Hammond (2010) concluded when a sense of connection can be achieved between all parties in the practicum, powerful programmes can be developed underpinned by a shared vision and a commitment to work collaboratively, linking practicum experiences and university on-campus work.

Constraints and tensions. Constraints associated with establishing and maintaining partnerships between universities and schools and the power relationship between the two have also been acknowledged. As described in partnership literature (e.g., Allen, 2011; Bloomfield, 2009), relationships between universities and schools are not always successful and at times have come under critical scrutiny. Significantly, it was often a lack of communication and knowledge about each other's programmes which led to poorly defined stakeholder roles and responsibilities (Allen, 2011). It is in the context of teaching and learning that the relationship between the two parties is particularly important. Student teachers, for example, can encounter entirely different ideas in regard to teaching, pedagogy and learning between the university and the practicum experiences (Le Cornu & Ewing, 2008). This aspect was emphasised by Darling-Hammond (2006a) in her first cornerstone of importance in ITE programmes with the suggestion of a tight, coherent integration of courses and teaching experiences between the

university and schools. Lack of communication was further cited by Bloomfield (2009) as a tension when considering professional experiences by student teachers, noting that one difference between universities and schools was centred round the two stakeholders' views, about what constitutes the 'good' student teacher, the 'good' teacher and the 'good' teacher educator.

An additional constraint on the partnership is the increasing casualisation of the role of visiting lecturer in some countries. In Canada, for example, Clandinin (2008) noted that ITE is largely taught by sessional and postgraduate students who go into the schools for practicum visiting. In this particular situation the role of the visiting lecturer has lessened to one of casualisation or to no definitive role at all. Le Cornu (2010) observed that these worrying trends decrease the involvement of tenured university staff in practicum visiting, and thus impact on the role the university mentor plays in student teacher learning on practicum. Further, these trends diminish the role of the visiting lecturer and the partnership in learning between them, the associate teacher and student teacher.

Concerned by the weak school–university partnership at their university in Canada, Beck and Kosnik (2002b) carried out a four-year study in which all the faculty staff became involved in practicum supervision. When the researchers were evaluating the findings of the study they found a strengthening of the partnership between the university and schools had happened. The strengthening had occurred because of increased interest and commitment to the practicum from both parties, which resulted in the schools and university staff developing more understanding and knowledge about each other's programmes (Beck & Kosnik, 2002b). Also apparent as a result of the change in practicum supervision was that the mentor teachers showed a greater commitment to the student teachers. Both these outcomes were perceived to be positive for the student teachers and their learning.

An issue discussed by the following researchers was whose knowledge is the most valued – the university or the schools? In a study in New Zealand Grudnoff and Williams (2010) focused on reworking university–school practicum relationships, and further discussed ways to make practicum "more authentic for student teachers" (p. 41). The researchers emphasised two points in their concluding comments as to how this authenticity could be enhanced. One point was the recognition of teacher professional knowledge as being different but having the same value as university knowledge, and the second point was empowering schools to improve contextually relevant ways of working with student teachers.

Arguably, if the tension in the partnership is on whose knowledge is the most valued, the building up of collaborative learning relationships between the visiting lecturer and associate teachers would be more difficult to develop and sustain. Partnerships in professional settings, such as those between universities and schools, built on collaboration, honesty, trust and empowerment are the ones more likely to succeed. As Darling-Hammond (2006a) argued, the more the learning experiences of student teacher, associate teacher and visiting lecturer are integrated, the more powerful the influence on each other's practice. The challenge is for the university to accept and also respect the opportunities that schools have to promote the student teacher's learning, and for the schools to be supportive of the place the university plays in student teacher learning on practicum (Timperley, 2001).

What has also been proposed in the partnership literature is the creation of 'third spaces' where university and school based educators in ITE work collaboratively, through the collegial sharing of knowledge and expertise, to support student teachers' learning (Cuenca et al., 2011). Through this linking of knowledge and expertise and working within the schools, there was more likely to be shared ownership of and responsibility for ITE alleviating "the disconnect often found between campus and field-based teacher education during student teaching" (Cuenca et al., 2011, p. 1069). Likewise, Zeichner (2010) talked about the use of a 'third space'

describing it as “bringing together school and university-based teacher educators and practitioner and academic knowledge in new ways to enhance the learning of prospective teachers” (p. 92). As Zeichner (2010) noted, creating hybrid spaces where academic and practitioner knowledge came together represents a paradigm shift in the epistemology of teacher education programmes, a necessary one in the education of student teachers.

In the current research the theoretical lens brought to studying the partnerships between schools and universities, is one focused on the relationship between the visiting lecturer and associate teacher, and the forging of stronger learning links between all parties through the promotion of the skills of self-regulated learning, leading to the development of adaptive expertise in student teacher learning on practicum. Adaptive expertise is a broad construct that encompasses a range of cognitive and motivational dispositions including innovativeness, flexibility and learning through problem solving (Bransford, Derry, Berliner, Hammerness, & Beckett, 2005). In the New Zealand context the concept of *ako* is described as “a teaching and learning relationship where the educator is also learning from the student and where educators’ practices are informed by the latest research, and both are deliberate and reflective” (MoE, 2008, p. 20). However, in order for these complementary partnerships and relationships to be successful, they rely on the three parties (visiting lecturer, associate teacher and student teacher) having as their primary goal a focus on student teacher learning.

A Complementary Relationship during Practicum: Visiting Lecturer and Associate Teacher

Numerous researchers (e.g., Hagger & McIntyre, 2006; Le Cornu & Ewing, 2008; Ramsey, 2000) have commented on the significant role that the practicum experience plays within the context of ITE for student teachers in the process of learning to teach. Further, there is a growing appreciation that all the relationships involved in the practicum experience are significant contributors to student teacher learning (Britzman, 2003; Fayne, 2007). Student

teacher learning takes place in many complex settings, where there are initial teacher educators with many different histories, beliefs and understandings about teaching and learning (Valencia, Martin, Place, & Grossman, 2009). Consequently, it may be that what student teachers learn when they are learning to teach, might depend on who is teaching them (Widen, Mayer-Smith, & Moon, 1998).

A complementary relationship requires a high-trust approach between the visiting lecturer and associate teacher, which recognises and respects the different, but equally important, roles both visiting lecturer and associate teacher play in supporting student teacher learning. Visiting lecturers are not present at the practicum school all the time and are only 'sampling' the student teacher's teaching, when they come to visit, observe and participate in triadic/professional discussions. If there is to be a complementary relationship between the visiting lecturer and associate teacher, both parties must have mutual trust and respect for each other's expertise, skills and knowledge. Trust in a complementary partnership involves "specific expectations of role relationships and is seen as a vital ingredient in the work of schools" (Tschannen-Moran, 2001, p. 57).

In professional settings such as universities and schools that develop communication trust between parties (for example visiting lecturers and associate teachers), what may also enhance the capability of all individuals is the sharing and development of knowledge and skills, and the promotion of relationships (Smylie & Hart, 1999). Communication trust acknowledges a willingness to share information, maintain confidentiality, and give and receive feedback (Reina & Reina, 2006). These aspects of communication trust are underpinned by characteristics such as empathy and respect.

A further dimension to be noted in the development of a trusting relationship is competence trust, which denotes a person's ability to carry out a task efficiently and effectively and the sharing of information and ideas (Carless, 2013). Between the visiting lecturer and

associate teacher there is a need for competence trust, when one party (the visiting lecturer) is not present all of the time and each party must trust the other's professionalism and skills. As described by Beck and Kosnik (2002b) in their study on the role of university supervisors in schools, competence trust may be an issue because associate teachers and visiting lecturers have been portrayed as being in two largely separate worlds that "reveal a gulf between the views of these teachers and university faculty" (p. 7). Therefore, key practices for all parties such as listening to one another's viewpoints with respect and empathy and having opinions valued, are of central importance.

Conversely however, when distrust prevails between parties, the result can be disengagement from the process of learning (Tschannen-Moran, 2001) which is problematic for the visiting lecturer, associate teacher and student teacher and their relationship. The researcher commented, "Trust has been conceptualised as a multidimensional construct that involves both confidence in the other and a willingness to take risks" (Tschannen-Moran, 2001, p. 57). To this end there needs to be a trusting relationship between the visiting lecturer and associate teacher, where there is agreement about the purposes and nature of practicum and the promotion of student teacher learning.

Student Teacher Learning

Learning to teach in the practicum, for a student teacher, is a multifaceted process influenced by a number of contributing factors. These factors include for example, the student teachers' personal characteristics, the quality of the learning experiences while on practicum, the type of feedback they receive on their teaching, and the role both the visiting lecturer and associate teacher play in supporting their learning. On a daily basis teachers confront complex decisions that rely on many kinds of knowledge and judgment, and of central importance for teacher educators is preparing student teachers for these complexities (Darling-Hammond & Bransford, 2005).

However, while initial teacher educators (both visiting lecturers and associate teachers) might have differing beliefs on teaching and learning, student teachers also have different perceptions about what learning to teach involves. Britzman (2009) identified the paradox from which ITE operates: "… that we grow up in school and we return there as adults, that we bring to teacher education our own history of learning, only to meet the teacher educator's history of learning" (p. 38). Lortie (1975) concluded that prior experiences in learning could lead student teachers to believe that because they have experienced it in a classroom, 'anyone can teach'. It could therefore be assumed because of this prior experience, student teachers often believe that teaching is merely about learning a few strategies, skills and routines (Darling-Hammond, 2006b).

Fairbanks, Freedman, and Kahn (2000) in their study involving 22 student teachers, their mentor teachers and six professors at the University of Texas Austin, concluded that learning to teach was "neither simple nor explicit" (p. 111). The 22 student teachers in the Fairbanks et al. (2000) study concluded that what assisted them most was developing self-awareness of their own learning. In another American study on learning to teach, Stuart and Thurlow (2000) in North Carolina specifically focused on the beliefs of a cohort of 26 student teachers on the teaching–learning process, and how these beliefs influenced their decisions, actions and choices concerning teaching practice. Data were collected from mathematics and science classes in the form of interviews and journal writing. Their conclusions indicated that, as the student teachers became immersed in their writing and discussing their experiences, they began to rethink some of their original, simplistic beliefs about teaching and learning, and develop new perspectives. Stuart and Thurlow's study concluded, that, by student teachers having the opportunity to share and reflect on their personal experiences and beliefs about learning with supervisors and mentors, they developed awareness and understanding of the critical role their beliefs may have on the decisions they would make as teachers.

Learning is enhanced when student teachers are encouraged by both visiting lecturer and associate teacher to take responsiblility for their own learning through personal inquiry and critical reflection (e.g., Beck & Kosnik, 2002b; Darling-Hammond, 2006a). Student teachers need to be become aware, therefore, that it is their responsibility to develop skills, strategies and dispositions required in teaching, and to direct their own professional learning (Mutton, Burn, & Hagger, 2010). At the same time they need guidance and support from initial teacher educators to assist them in reflecting and deliberating on their practice (Eisner, 2002).

Self-regulated learning and adaptive expertise. The construct of self-regulation in learning was developed from the assumption that learners "exercise agency by consciously controlling and intervening in their learning" (Winne & Hadwin, 2008, p. 297). There are a range of definitions that describe the process of self-regulation. Zimmerman (2008) a seminal writer in the field, described self-regulation as learning that is guided by metacognition, goal setting, cognitive engagement or changes in motivation. Schunk and Zimmerman (1994) argued self-regulated learning referred to the process whereby learners systematically direct their thoughts, feelings and actions towards the attainment of their goals.

Perry et al. (2008) described self-regulated learners as those who "exercise metacognition by analysing the demands of tasks in relation to their strengths and weaknesses as learners … regulating their behaviour in ways that optimize their learning … and are motivated to learn" (p. 97). Further, Perry et al. described student teachers who exhibited self-regulation, as those who believed in the chance to take on challenging tasks in order to extend their learning, and as a consequence developed a deeper understanding of the subject matter they were teaching. It could be argued, developing the skills and strategies of self-regulation supported and promoted student teachers in their goal of becoming flexible and adaptive in their learning and teaching progress (Donovan et al., 2008).

Social psychologists (e.g., Zimmerman, 2000) view self-regulated learning in terms of three phases. The first is the forethought and planning phase which refers to the processes and beliefs which occur before efforts to learn. The second, the performance monitoring phase refers to processes that occur during implementation. The final phase, evaluation and reflection on performance, occurs after each learning effort.

The first phase, forethought and planning, is one which self-regulated learners engage in prior to learning, using metacognitive processes and motivational beliefs to prepare for the cognitive efforts involved in learning (Zimmerman, 2000, 2002). The planning of goals is an integral component of the forethought phase within the context of learning to teach. It is important for student teachers in this first phase to plan challenging and relevant learning goals, with support and encouragement from visiting lecturers and associate teachers, engaging in task analysis and drawing on prior knowledge and past experiences. It is through these processes of self-regulation that student teachers refer to their own cognitive processes (knowledge), and the subsequent monitoring of the associated processes (skillfulness) and, in the development of such skillfulness, a sense of self-regulation (Hattie, 2009).

It is during the performance monitoring phase that learners engage in metacognitive, cognitive and motivational processes including the key features of self-observation and self-control (Zimmerman, 2002, 2008). Self-observation involves the use of metacognitive strategies which assist learners to evaluate their performance and consider and monitor how they are progressing (Schunk, 1989; Zimmerman, 2008). Self-control strategies assist learners in managing the task they have set themselves, in order to enhance motivation and focus attention. Further, when learners combine these two features of self-observation and self-control by engaging in the task, they are motivated to continue working to attain their goals (Zimmerman, 2008). When learners are motivated to achieve in the absence of any rewards it

can be a strong indicator that they are becoming more self-regulated (Zimmerman, 2002).

An important part of the performance monitoring phase is the feedback learners receive from others, because through feedback learners are able to gauge their progress and commitment to the goal which they have set (Locke & Latham, 2002). Self-regulated learners seek out help from others to improve their learning using personal initiative and perseverance (Zimmerman, 2002). It is in the constructing of feedback that the visiting lecturer and associate teacher play an important role, by guiding and supporting student teachers in the setting, monitoring and evaluating of goals and giving feedback and feed-forward on their progress. Visiting lecturers should encourage student teachers to ask the questions "Where am I going? (What are the goals?) How am I going? (What progress is being made towards the goal?) Where to next? (What activities need to be undertaken to make better progress?) consistent with the notions of feedback and feed-forward" (Hattie & Timperley, 2007, p. 86). Crucial to the feedback process is the learner focussing on the necessary information which is given. It may involve the learner changing strategies, focusing on the right information or adjusting and revising their goals (Hattie & Timperley, 2007). Self-regulation addresses the monitoring, directing and regulating of actions towards attaining learning goals and implies "autonomy, self-control, self-direction and self-discipline" (Hattie & Timperley, 2007, p. 93). Butler and Winne (1995) consider feedback, whether internally or externally generated, to be critical to the self-regulatory process as it provides information as to the quality of the learning in relation to the objectives and standards set.

The final phase of self-regulation is the evaluation and reflecting on performance. It is in this phase that learners evaluate their performance with reference to the plan they devised, the learning goals set, the effectiveness of learning strategies used and their management of motivation and engagement (Zimmerman, 2000, 2002). The evidence gathered from these

evaluative processes provides information to apply to the next learning situation, the selection of further goals or more effective cognitive strategies for the future (Bandura, 2001; Zimmerman, 2002). In the current research study the processes of evaluation and reflection are important aspects of all triadic/professional discussions and conversations for visiting lecturers, associate teachers and student teachers. This process of reflection, Shulman and Shulman (2004) have suggested, is the "key to teacher learning and development" (p. 264).

Shulman and Shulman (2004) claimed that the ability to become conscious of, and to critically reflect upon, understandings, performances and dispositions is crucial if teachers are to have the capacity to purposefully change, adapt and develop their teaching practice. Further, these researchers maintained, teacher learning "proceeds most effectively if it is accompanied by metacognitive awareness and analysis of one's own learning processes, and is supported by membership in a learning community" (p. 267). If student teachers are to become reflective in their learning and teaching practice they need to be "situated within a socially supportive and collaborative practicum setting" (Haigh & Ward, 2004, p. 135). Dobbins (1996) suggested that critical reflection is an important tool for helping student teachers progress in their learning, and advocated that, through reflection, student teachers are empowered "to think and learn for themselves", responding and adapting to changing circumstances within teaching and learning (p. 118). Subsequently there is a "shared learning and joint construction of what it means to teach" with university supervisors and mentor teachers acting as "facilitators of reflection" (Le Cornu & Ewing, 2008, p. 1803).

Throughout all three phases of self-regulation it is important that learners have a belief in their own ability to achieve their tasks and learning goals, because the perceptions and beliefs learners hold about their learning and goal achievement, underpins self-regulation (Zimmerman, 2000, 2002). Self-efficacy has been defined by Bandura (1997) as the "beliefs in one's capabilities to organise and execute the courses of action required to produce given

attainments" (p. 3). As Bandura (2004) maintained "self-efficacy beliefs are rooted in the core belief that one has the power to effect changes by one's actions" (p. 622). Significantly, self-efficacy beliefs are "instrumental in defining one's experience … and provide an avenue through which individuals exercise control over their own lives" (Pajares, 1996, p. 544). When teachers become reflective practitioners, "they move beyond a knowledge base of discrete skills to a stage where they integrate and modify skills to fit specific contexts" and eventually where skills are internalised and used for new strategies, thus developing a sense of self-efficacy (Larrivee, 2000, p. 294).

Self-regulation develops and maintains the self-awareness, self-motivation and attitudes learners need so they can continue to learn and provides learners with strategies and persistence to overcome challenges (Zimmerman, 2002). There are many benefits of learning the skills and behaviours of self-regulation for student teachers supported and promoted by visiting lecturers and associate teachers. By teaching student teachers to be more self-regulatory, they may experience greater success in being motivated to achieve, develop life-long learning skills and strategies, and, as a consequence, prepare them for the setting of more challenging goals and learning tasks (Zimmerman, 2002). Learner motivation is crucial to successful self-regulation as it influences decision-making in the choice of goals and tasks and the effort learners apply to achieve goals (Zimmerman & Schunk, 2011). When learners successfully self-regulate they are more motivated to learn and complete tasks (Zimmerman, 2000, 2002).

Researchers (e.g., Buzza, Kotsopoulos, Mueller, & Johnston, 2013) commented that "literature on teacher learning has shown links between being a self-regulated learner, reflecting effectively on one's own practice and being an adaptive expert" (p.1). Darling-Hammond (2006a) highlighted, in her research, that the knowledge required to be a teacher is ever expansive, and students in classrooms have diverse ways of learning which, in itself,

requires “continual adaptations in teaching” (p. 305). Further, adaptive expertise requires the acquisition of several cognitive, affective and motivational components (de Corte, 2010). These components, so important in student teacher learning include: a well organised and flexibly accessible domain-specific knowledge base; heuristic methods; meta-knowledge; self-regulatory skills and positive beliefs about oneself as a learner (de Corte, 2010, p. 46). Therefore, to be an adaptive expert, a student teacher needs to be a self-regulated learner which “… involves the willingness and ability to change core competencies” and to continually strive to develop one’s expertise (Bransford et al., 2005, p. 223).

A principle of learning important for student teachers becoming adaptive experts involves the concept of metacognition or the ability to think about one’s own thinking (Hammerness et al., 2005). Using metacognitive strategies to monitor aspects of learning while engaged with a task, helps learners to evaluate their performance, progress and efforts, which generates feedback considered an “inherent catalyst” of self-regulated learning (Butler & Winne, 1995, p. 245). The benefits of systematically reflecting on their own learning progress for student teachers and receiving detailed feedback, is “especially educative” (Darling-Hammond, 2006a, p. 308).

Timperley (2012) identified five learning principles that underpin experiences throughout ITE which are important for student teachers in developing adaptive expertise. The first principle is to develop knowledge of practice through actively constructing conceptual frameworks; the second principle is to systematically integrate formal and everyday theories of practice; the third is to promote metacognition, co- and self-regulated learning; the fourth is to integrate cognition, emotion and motivation and the final principle is to situate learning in carefully constructed learning communities (Timperley, 2012).

As learners experience success in overcoming challenges to meet their goals, engagement with tasks and the motivation to regulate learning is positively reinforced

(Bandura, 1997; Schunk, 1989; Zimmerman, 2000). Given that self-regulated learners are "experts at managing complex learning tasks" because they are goal-directed, strategic in their planning, self-aware, able to monitor, reflect and motivate their learning, "teachers who manage their pedagogical practices in a similar fashion may also be seen as adaptive experts" (Buzza et al., 2013, p. 2).

Knowledge and the integration of theory with practice. The role of ITE in building and supporting high quality reflection based on the development of content knowledge and pedagogical content knowledge for student teachers, is facilitated when there are close links between the university and the school. Studies (e.g., Darling-Hammond & MacDonald, 2000; Snyder, 2000) have found that, when a well supervised teaching experience precedes or is conducted in conjunction with course work focussed on developing knowledge, student teachers appear more able to link theoretical learning to the practice of teaching, and are more comfortable with the process of learning to teach. Or, as Ball and Cohen (1999) commented, student teachers learning *about* practice *in* practice where there are integrated studies of content, learning and teaching, and strong connections between theory and practice are important in learning to teach.

Many traditional barriers between universities and schools (as indicated in the first section of this chapter) can exacerbate issues of teacher educators and teachers working together (Kruger et al., 2009). If there was more coherence and integration between universities and schools, visiting lecturers would be "uniquely positioned to help student teachers bridge the university-based content of their teacher preparation programs and the practical knowledge of teaching" (Cuenca et al., 2011, p. 1068). Grossman, Hammerness, MacDonald, and Ronfeldt (2008) also stressed the importance of, and the need to identify, the features of "coherence" in ITE programmes – "a shared vision regarding teaching and learning, conceptual and logistical

organisation of coursework around those aims and goals and courses and clinical experiences designed to support, reinforce and reflect those shared ideas" (p. 282).

In ITE it is necessary for a student teacher to acquire a blend of content, curriculum and pedagogical knowledge which is a requirement to teach students and develop their understanding (Darling-Hammond & Bransford, 2005; Shulman & Shulman, 2004). Pedagogical content knowledge has been defined as … "the most regularly taught topics in one's subject area, the most useful representations of those ideas, the most powerful analogies, illustrations, examples, explanations" and "ways of representing and formulating the subject" (Shulman, 1986, pp. 9-10). This kind of subject matter and knowledge for teaching is an important aspect of the kind of knowledge that initial teacher education programmes and educators should provide student teachers with, in learning to teach (Grossman, Schoenfeld, with Lee, 2005).

A concern in ITE is the fragmentation of course work (Darling-Hammond (2006a). In many ITE programmes the important elements of the knowledge base for teaching are taught in separate courses: for example, subject matter is separated from pedagogy, human development from learning theory and course work is often separated from practice. One way suggested to overcome this problem is to use case study methods to present essential information, in order to provide appropriate contexts to help student teachers integrate and synthesise what they are learning (Darling-Hammond & Hammerness, 2002). Case study methodology could be utilised where student teachers learn about theory and practice from the writing of case studies. This process may assist student teachers in evaluating their teaching practice, to understand their students as learners and to become purposeful teachers who think and reflect on the complexities and challenges of teaching (Darling-Hammond & Hammerness, 2002). Darling-Hammond and Hammerness continued, stating that "[t]hrough using cases, research suggests that students can learn to apply theory and practical knowledge to specific

school contexts … and can become metacognitive about their teaching" (Darling-Hammond & Hammerness, 2002, p. 127).

One of the critical aspects of learning to teach is developing a cognitive map of the key elements of both the classroom and school environment as they relate to the things a teacher must do (Darling-Hammond & Bransford, 2005). ITE programmes should provide student teachers with, not only the opportunity to develop a deep understanding of subject matter that they will teach, and an expertise that is flexible and adaptable in that teaching (Darling-Hammond & Bransford, 2005), but the ability to integrate theoretical based knowledge traditionally taught in university classrooms with experience based knowledge traditionally located in schools (Darling-Hammond, 2006a). The more tightly integrated the learning experiences of student teachers, teachers in schools and university faculty, the more powerful the influence on one another's practices (Darling-Hammond, 2006b).

Professional discussions to develop self-regulated learning and adaptive expertise. The visiting lecturer and associate teacher working together in professional discussions are assigned a central role in promoting student teachers learning the skills of self-regulation. As outcomes of their partnership and by helping student teachers learn to become adaptive experts "justifying decision-making" about their teaching and learning can as a result occur (Soslau, 2012, p. 768). A disposition to inquire and reflect is regarded as necessary for a student teacher to learn. Hoben (2006) suggests that the visiting lecturer and associate teacher can encourage this inquiry and reflection by talking about their own practice and inquiring into the student teacher's developing theory of practice.

In the Faculty of Education where the research study took place, the triadic/professional discussion is a shared partnership and discussion between visiting lecturer, associate teacher and student teacher (which relies on a consensus being reached between the three participants) on the learning progress of the student teacher on practicum. In these conversations it is

important that the visiting lecturer works together with the associate teacher, challenging and supporting the student teacher in their learning, through questioning and discussion with a strong focus on developing the skills of self-regulation. Some of the qualities of the conversations should include student teachers: planning appropriate and challenging learning goals and subsequently monitoring and evaluating the goals throughout practicum; critically reflecting and evaluating their learning progress throughout practicum; justifying decision making in their teaching practice and adapting and changing their teaching strategies if necessary; and receiving and responding to feedback.

However, there has been some criticism about the discussions which take place between visiting lecturers and student teachers (Cuenca et al., 2011). The researchers concluded, from their investigation into partnerships between universities and schools, that "research into the discourse between university supervisors and student teachers reveals a disturbing picture – there is not much pedagogical depth in these conversations … many conversations superficially focus on fixing management issues or pointing out mistakes in practice or choices" (p. 1073). Soslau (2012) concluded, in the findings from a 16-week multiple-case study, the conversations which took place between university supervisors and student teachers could better purposefully assist student teachers in employing "discourse types and supervison styles … to articulate their rationales and justifications for decision-making, balance their own learning while managing risks to pupils…" (p. 777).

Using a metacognitive approach to learning assists student teachers in developing that ability to take control of their own learning by defining learning goals and monitoring their own progress in conversations with others (Donovan & Bransford, 2005). If student teachers are expected to become adaptive experts then "university-based supervisors need to be adept at recognizing opportunities to prompt novices to engage in these types of discourses" (Soslau, 2012, p. 769). The challenge therefore, for initial teacher educators is to provide opportunities

for student teachers to learn "professional discourse and practices, and the conditions of engagement and enactment in ways that facilitate learning" (Hollins, 2011, p. 403). These important conversations such as triadic/professional discussions, should take place at the beginning of, during, and at the end of practicum, leading student teachers to better apply the knowledge, behaviours and skills gained to future learning situations.

The role of the visiting lecturer in schools is also one of creating a learning relationship with the associate teacher. The approach is one where the student teacher is an active participant, guided by the visiting lecturer and associate teacher promoting and supporting self-regulated learning and reflective practice. As Bloomfield (2006) explained, "… learning comes from when what counts as experience is critically interrogated against theoretical understandings and personal reflections" (p. 10). While Le Cornu (2008, p. 3) referred to the role of the visiting lecturer as one of a "partnership pedagogical" approach, where there is a commitment by visiting lecturers to supporting not only student teachers, but also strengthening partnerships in schools with support for associate teachers and school based personnel.

Constraints and tensions during practicum. Supervised practice teaching (practicum) has been described as "a cornerstone of teacher preparation" (Valencia et al., 2009, p. 304) that has a "profound impact on student teachers" (Hammerness et al., 2005, p. 409). Similarly, Smith and Lev-Ari (2005) identified practicum as the context where teaching competence can be developed, but, for some student teachers the practicum experience can be both challenging and problematic. One challenge is the quality of teaching and learning which occurs during practicum, and the variability of supervision practices from either or both visiting lecturer and associate teacher. Indeed, as Levine (2011) argued, empirical research has identified surprisingly little about how ITE programmes support the training and professional development of supervisors. It is therefore crucial that both visiting lecturers and associate teachers are carefully selected by both universities and schools for their role in ITE.

The role of the associate teacher in ITE is to monitor, guide and mentor student teachers and assess the student teacher's professional growth in collaboration with the visiting lecturer. In Canada a study by Beck and Kosnik (2002a), investigated student teachers' beliefs about components of a good practicum placement. The researchers concluded that the student teachers value the following from their associate teacher in their practicum placement: emotional support; a peer relationship; feedback on performance; collaboration; and a sound approach to teaching and learning in the classroom. However, being an excellent classroom teacher does not always guarantee a teacher will be an effective associate teacher and supporter of student teachers and their learning (McDonald, 2008). In order for associate teachers to be successful in doing so, it is necessary for them to have deep content and pedagogical content knowledge, as well highly effective teaching skills. The teaching skills include being able to model their own teaching practice, giving constructive feedback and feed-forward to student teachers and encouraging critically reflective practice from student teachers in support of self-regulated learning (McDonald, 2008). Also important is the associate teacher's ability to articulate their own practice to help student teachers link theoretical learning to the practice of teaching.

Ideally in triadic/professional discussions a consensus is reached between the visiting lecturer and associate teacher as to whether the student teacher has passed the practicum. However, Smith (2007) raised the difficulty in achieving "agreement between school-based and university-based teacher educators regarding expectations and required standards" (p. 282). He asked where the responsibility lay if there was a tension between the school-based teacher educators or the university-based teacher educator. Further, Smith and Lev-Ari (2005) commented that this tension is sometimes caused by a 'top-down attitude', often unintended, by the university staff. It could be argued, however, that if both competence and communication trust and respect for one another has been established in the partnership and

relationship between the visiting lecturer and associate teacher, this tension and 'top-down attitude' is less likely to occur. In order for this to happen however, there is a necessity for a key value to be "…a respect for the capacity of all involved to learn and improve" (Earl & Timperley, 2009, p. 10).

Summary

In conclusion, very few research studies have examined the specific role of the visiting lecturer and associate teacher working together in a complementary partnership focused on supporting student teacher learning on practicum. This chapter has outlined and discussed the different types of partnerships between universities and schools, and the role the visiting lecturer plays in promoting those partnerships with associate teachers and schools aimed at improving student teacher learning on practicum. What is important, and missing from literature, is how effective visiting lecturers (in conjunction with associate teachers) using high quality conversations and practice, are able to encourage and promote self-regulatory skills with student teachers within the practicum environment, and thus develop a foundation to becoming adaptive experts. These areas are gaps in our knowledge which need to be examined, addressed and explored further.

Chapter Three

Context of the Study

This research took place within two different programmes at a Faculty of Education. The faculty offers nine mainstream initial teacher preparation programmes, two in Early Childhood Education (0-5 year olds), three in Primary Education (5-12 year olds) and four in Secondary Education (13-18 year olds). One programme which was part of the study was the Graduate Diploma in Teaching (Primary) Programme and the other, the Bachelor of Education (Teaching) programme. The number of student teachers enrolled in 2012 (when data were collected) was 231 in the Bachelor of Education (Teaching) Primary 2nd year cohort and 163 in the Graduate Diploma in Teaching (Primary) cohort.

Initial Teacher Education in New Zealand

A government agency (the Ministry of Education) formulates the development of ITE policy. They are responsible for accrediting ITE programmes, monitoring and registering graduates and setting the Graduating Teacher Standards: Aotearoa New Zealand now referred to as the Education Council of Aotearoa New Zealand (ECNZ) Graduating Teacher Standards, that initial teacher programmes must meet. In her New Zealand research, Kane (2005) described the shape of ITE as a complex and multi-faceted endeavour, characterised by a range of providers offering qualifications through internal, face-to-face, and alternative modes of delivery. She found there were 85 different ITE qualifications, which were offered by 27 institutions through a total of 131 programmes, leading to provisional teacher registration.

Graduate Diploma in Teaching (Primary) Programme

The Graduate Diploma in Teaching (Primary) programme is a qualification comparable to 1.3 academic years delivered in one calendar year. The Graduate Diploma in Teaching (Primary) programme “weaves together strands of pedagogy, subject matter knowledge, an awareness of context and an understanding of learners along with skills of critical reflection

and analysis" (University of Auckland Faculty of Education, 2012c, p. 8). The practicum is delivered in a consortium of partnership schools in the Auckland area. Each school has a school coordinator and a number of associate teachers attached to the programme.

The student teachers from this programme who participated in this research were completing their final (3rd) practicum of five weeks. Student teachers were expected to take full responsibility for the classroom programme for three consecutive weeks, engage all children they taught by constructing and applying appropriate teaching approaches and strategies, synthesising and applying their knowledge from previous practical classroom experiences, curriculum and professional courses and inquire into the effectiveness of their practice (University of Auckland Faculty of Education, 2012b). The student teachers were required to meet all the performance requirements for each of five learning outcomes (LOs), and demonstrate quality teaching that signaled they were ready to take full responsibility for a class the following year as provisionally registered teachers.

Formal assessment reports were written under the five learning outcomes with specific criteria. These were:

LO1: Analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice;

LO2: Demonstrate effective planning, assessment, organisation and management practices that are responsive to children's learning;

LO3: Implement personal goals that enhance own professional development;

LO4: Articulate and justify a personal philosophy of teaching that is congruent with theory, research and practice;

LO5: Establish and demonstrate professional, ethical relationships in educational settings

(University of Auckland Faculty of Education, 2012b).

The Bachelor of Education (Teaching) Primary Programme

The Bachelor of Education (Teaching) is a three-year degree. The handbook for this programme states "[t]eaching requires you, as a student teacher, to develop critical knowledge, skills and dispositions to teach in ways that enable success for all learners" (University of Auckland Faculty of Education, 2011, p. 3). The practicum is delivered in partnership schools within the Auckland area. Each school has a staff member responsible for the coordination of student teachers and a number of associate teachers.

The student teachers in the current research study were completing their second practicum comprising of five weeks. Student teachers were expected to take full responsibility for the classroom programme for a minimum of seven consecutive days. The student teachers were required to meet all the performance requirements for each of four learning outcomes (LOs) with specific criteria in order to pass their practicum. These were:

LO1: Explain the contextual complexities associated with own teaching and reflect on ways to manage these;

LO2: Communicate effectively with children and adults and establish professional relationships within the school community;

LO3: Demonstrate effective pedagogical practice that optimises children's learning and is informed by theory, research and practice;

LO4: Consistently demonstrate the behaviour and dispositions expected of a professional teacher in Aotearoa New Zealand

(University of Auckland Faculty of Education, 2012a).

In the following three sections specific learning outcomes related to the current research study from both programmes are described in more detail.

Pedagogical practice. In the Graduate Diploma in Teaching (Primary) programme, Learning Outcome 2 stated that student teachers should demonstrate effective planning, assessment, organisation and management practices that are responsive to children's learning (University of Auckland Faculty of Education, 2012b). In the Bachelor of Education (Teaching) programme Learning Outcome 3 stated that student teachers should demonstrate effective pedagogical practice that optimises children's learning and is informed by theory, research and practice (University of Auckland Faculty of Education, 2012a). While framed differently essentially the two learning outcomes were the same.

Goal setting on practicum. In the Graduate Diploma in Teaching (Primary) Learning Outcome 3 stated that student teachers must implement two learning goals that enhanced their professional development. Goal one related to a curriculum or cross-curricular goal and goal two, to a dispositional goal as part of practicum requirements. Goal implementation was to be recorded and evaluated on a regular basis, and feedback on goals requested and utilised from visiting lecturers and associate teachers, with progress continually assessed by student teachers themselves and small goals set to enhance practice as the need arose (University of Auckland Faculty of Education, 2012b).

For student teachers in the Bachelor of Education (Teaching) programme goals were identified from their practice in practicum one. Learning Outcome 4.3 stated that the student teachers, in a professional conversation with their visiting lecturer and associate teacher, should engage in practicum-related professional development where 'next steps' were identified, actioned and evaluated effectively. Learning outcome 4.4 stated that opportunities for professional growth should be recognised and appropriate procedures to capitalise upon these identified and critically reflected upon (University of Auckland Faculty of Education, 2012a).

The student teachers in the Graduate Diploma in Teaching (Primary) programme were prepared for the setting of goals with a lecture to all students, where they individually decided

on their two goals (often identified from practicum two). Student teachers wrote the rationale for each goal, and then, through a professional conversation with a colleague, were expected to ask for critical feedback on how each goal might be monitored and achieved. There was a general discussion at the lecture on how to write a SMART goal. The acronym stands for S: Specific, M: Measurable, R: Realistic, T: Timely. The format for writing the SMART goal was to state in one sentence, the rationale, why the goal was selected and what the student teacher needed to do to achieve this goal (University of Auckland Faculty of Education, 2012b).

In the Bachelor of Education (Teaching) programme a similar process was followed with an 'on campus' session and lecture.

Critical reflection. Student teachers in both programmes were expected to reflect critically on their teaching and learning throughout practicum, in discussions and conversations with both visiting lecturers and associate teachers and also document their reflections as part of practicum requirements. In the Bachelor of Education (Teaching) programme the model used for reflecting was DATA (an acronym for Describe, Analyse, Theorise and Act). The purpose of this reflection model was to critically analyse one's own actions with the goal of improving one's own professional practice (University of Auckland Faculty of Education, 2012a). In the Graduate Diploma in Teaching (Primary) programme, a similar process was followed, however, they used a different model, Smyth's model of reflection, which included the steps of describe, inform, confront and reconstruct. The purpose of this reflection model was to provide a framework by which student teachers could examine their own ideas, beliefs, values and attitudes in teaching so that they could appraise their effectiveness in teaching (University of Auckland Faculty of Education 2012b).

Practicum

The Faculty of Education's ITE programmes are designed to develop research-informed, inquiry-based practitioners (University of Auckland Faculty of Education, 2011). In

accordance with Education Council of Aotearoa New Zealand requirements, practicum placements comprise a range of socio-economic, cultural and different classroom levels, and student teachers receive professional guidance and support from visiting lecturers and associate teachers. The practicum for a student teacher is intended to be a partnership between the ITE provider and a fully registered associate teacher (MoE, 2010).

The practicum experience is an important aspect of a teacher preparation programme. Darling-Hammond (2010) noted that, "[o]ne thing that is clear from current studies of strong programs is that learning to practice in practice, with expert guidance, is essential to becoming a great teacher of students with a wide range of needs" (p. 40). There are the traditional conceptualisations of 'teaching practice' where student teachers go into schools to implement their theoretical learning about teaching in a practical way, and more alternative models of relationships between schools and higher education institutions, such as internships (Bullough et al., 2004; Hagger, Burn, Mutton, & Brindley, 2008). In this research study the practicum experience was based on a more traditional teaching practicum experience not a field-based one (internship).

Triadic/professional discussions. Towards the end of practicum student teacher performance is formally assessed with input from the visiting lecturer, associate teacher and student teacher in a three-way conversation. In the Graduate Diploma in Teaching (Primary) programme the discussion is referred to as a triadic discussion and in the Bachelor of Education (Teaching) programme a professional conversation. Findings from both programmes were analysed together, so, for the purposes of this research study, three-way discussions are referred to as a triadic/professional discussion. There are dual purposes to the triadic/professional discussion. One is to provide formative feedback to the student teachers on their teaching and learning progress from all parties (visiting lecturer, associate teacher and student teacher), set future learning goals and engage the student teachers in a critically reflective conversation. The

other purpose of the discussion is to complete a summative assessment, a formal university report and to discuss achievements in relation to the learning outcomes. It is expected that there is contribution and collaboration from all parties to this conversation, and the three-way triadic/professional discussion is a potentially effective forum for this purpose (University of Auckland Faculty of Education, 2011). However, if a decision is unable to be agreed to by all parties, it is the responsibility of the university and the visiting lecturer in their credentialing role to make the final decision (University of Auckland Faculty of Education, 2011).

The Role of the Visiting Lecturer

The Faculty of Education recognises that the visiting lecturer has an important role and responsibility in the monitoring, guidance and assessment of student teachers' professional growth (University of Auckland Faculty of Education, 2011). At the Faculty of Education, lecturers have in their workload (which varies for different lecturers), the teaching of students in undergraduate and postgraduate courses, involvement and participation in research, and a component of practicum supervision. Visiting lecturers are required to be registered teachers who are knowledgeable and experienced in ITE, and who have had experience of effective teaching in the sector they are visiting (MoE, 2010). There is an expectation that visiting lecturers should play a key role in helping student teachers to make links between the concepts and strategies they are learning about in their ITE coursework and their practicum experiences.

At the Faculty of Education, the visiting lecturer is required to complete two visits to the schools, although many complete more than this minimum requirement. The first visit is an initial group visit to establish contact, clarify practicum expectations, field questions, and moderate a professional reflective discussion regarding student teachers' emerging understanding of the role of the teacher. It is at this meeting that learning goals are discussed with individual student teachers as to their suitability and challenge. During practicum, visiting lecturers monitor individual student teacher progress through email contact or further visits to

schools. The second visit is an observation visit of approximately 40-60 minutes followed by a triadic/professional discussion (three-way learning conversation) of 30-45 minutes. The three participants (visiting lecturer, associate teacher and student teacher) complete the triadic/professional discussion giving feedback and feed-forward on all the learning outcomes for the practicum, the outcomes of their learning goals, future recommendations and a pass/fail on completion of the practicum. A formal university practicum report is then written up by both the visiting lecturer and associate teacher.

The Role of the Associate Teacher

The role of the associate teacher is to monitor, guide and mentor student teachers, assess the student teacher's professional growth in collaboration with the visiting lecturer, and act as the conduit person between the student teacher and the teaching profession. In this role associate teachers are expected to give student teachers the opportunity "to learn from and with them" (Ferrier-Kerr, 2009, p. 796) as well as to encourage the development of student teachers' pedagogical beliefs about teaching and learning. The professional supervision of student teachers is seen as a collaborative process and liaison between the associate teacher and visiting lecturer is therefore critical (University of Auckland Faculty of Education, 2011).

Chapter Four

Methodology

This chapter outlines the research process and subsequent procedures. In the first section the background literature on methodology, case study methodology and the research questions are specified. Justification for the selection of the interpretive paradigm and utilisation of qualitative methodology are also described in this section. Section two explains each phase of the research design. Details of the sampling procedures for each of the three phases are outlined in section three, as are the participant profiles. Ethical considerations relating to the current research study are also addressed. The fourth section of the chapter describes and justifies the data collection methods utilised, and provides clarification on the data analysis. Section five concludes the chapter by focusing on each of the evaluative criteria for judging the trustworthiness of qualitative research (Lincoln & Guba, 1985).

Research Methodology

The term *paradigm* has been described variably as "a basic orientation to theory and research" (Neuman, 2003, p. 70), a "cluster of beliefs" dictating how the research be conducted (Bryman, 2001, p. 505) and "a set of basic beliefs that deals with ultimates or first principles" (Guba & Lincoln, 1994, p. 107). Researchers are guided by particular paradigms, and the associated ontological and epistemological beliefs which influence their research questions, choice of research methodology, and methods of data collection and analysis (Guba & Lincoln, 1994; Lincoln & Guba, 2000).

All research begins with some kind of curiosity and is one way of finding answers to questions (Neuman, 2003). It is generally accepted that there are three overarching paradigms of social research: positivism, interpretive social science and critical social science (Denscombe, 2007; Neuman, 2003). Positivists demand an objective stance; seek rigorous, exact measures; prefer precise quantitative data; and often use experiments, surveys and

statistics (Lincoln & Guba, 2000; Neuman, 2000). Critical social research is directed to emancipatory action (Carr & Kemmis, 1986; Lincoln & Guba, 2000). Investigators conduct inquiry to interrogate commonly held values and assumptions, challenge conventional social structures and engage in social action (Crotty, 1998). Interpretive social science, the paradigm chosen for the current research study will be described and justified as to its choice in the next section.

The Research Questions

The research study set out to investigate the role of visiting lecturers and how they promoted student teacher learning on practicum, and the research was framed around one key question:

- What is the role of the visiting lecturer in supporting student teacher learning on practicum and the promotion of self-regulated learning?

The research was guided by three further questions.

- What role does the visiting lecturer play in the setting, monitoring and evaluating of goals with student teachers?
- How does the visiting lecturer support and improve pedagogical practice for student teachers on practicum?
- How does the visiting lecturer create and foster partnerships with schools and relationships with associate teachers to enhance student teacher learning on practicum?

The Interpretive Paradigm

From the interpretive viewpoint the nature of reality is constructed within a social situation or context and is concerned with what the participants articulate and express (Denscombe, 2007). Interpretivists seek to understand the reasons for social action, the way people construct their lives and the meanings they attach to situations and events (Neuman,

2003). The interpretive paradigm was considered the most appropriate to answer the research question(s), as one aim of an interpretive inquiry is to make sense of human actions and social practices with reference to the spatial, situational and temporal circumstances in which participants operate in a study (Scott & Usher, 1999). The key focus and reason, therefore, for choosing the interpretive paradigm for the research study, was to explore and capture from multiple perspectives how the visiting lecturer supported and promoted the learning of student teachers on practicum.

For the interpretive researcher, the goal is to explore and discover how people experience daily life, making sense of their world (Sarantakos, 2005) with the researcher seeking to share the participants' perspectives and to see things through their eyes (Cohen, Manion, & Morrison, 2004). Researchers working within an interpretive framework view knowledge as contextually bound and socially constructed, formed via individual and/or collective interpretations and meaning. Emphasis is placed on people as interacting social beings who generate and reinforce shared meaning (Neuman, 2011). The interpretive paradigm encompasses an ontology of relativism (there are multiple realities), a subjectivist epistemology (interaction between investigator and respondents create understandings), and a hermeneutical and dialectical methodology (individual constructions are elicited and refined through interaction between and among investigator and respondents) (Guba & Lincoln, 1994; Lincoln & Guba, 2000).

Central to the current research study were the viewpoints of all key stakeholders in the practicum experience (visiting lecturers, associate teachers, student teachers and ITE leaders), and their beliefs and perceptions about the role the visiting lecturer plays in supporting student teacher learning. Taking an interpretive stance provided opportunities for the researcher to systematically explore visiting lecturers' knowledge, theories and the practices they utilised, drew upon and engaged with, that informed how, and in which ways, they were supportive of

student teacher learning on practicum. For the other participants (associate teachers, student teachers and ITE leaders) the interpretive stance provided the researcher with the opportunity to explore their beliefs and viewpoints about how they believed the visiting lecturer promoted student teacher learning on practicum. The methods selected for collecting and analysing data, within an interpretive stance allowed for the uniqueness of the context, and visiting lecturer individuality and practices to be taken into account. As such the interpretive notions of understanding, meaning and action were to the fore (Scott & Usher, 1999).

Qualitative methodology. Qualitative methodology is one of two major research methodologies. According to Denzin and Lincoln (1994), "qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand" (p. 2). Qualitative methodology is an investigative process which aims to understand a particular event or group and, when used within interpretive inquiry, it involves interactions between participants and researchers within their natural settings (Guba & Lincoln, 1989). It was expected in the current research study to gain multiple perspectives on the different roles and perspectives of all the participants, as it was presumed varying beliefs and practices would impact on the nature of the practicum experience. It was hoped that, by deploying a wide range of interconnected interpretive practices, a better understanding of the subject matter and phenomena could be gained (Denzin & Lincoln, 2008).

In qualitative methodology, empirical data come more in the form of verbal responses or words (Punch, 2005) with the researcher uncovering themes, categories and patterns (Davidson & Tolich, 2003). The importance the qualitative approach places on the words and actions of participants and on their interpretation of the world, is therefore emphasised. As Neuman (2011) has explained, a 'thick' description ensues when the researcher has captured "all the details of a social setting in an extremely detailed description" (p. 424). In this way "[v]aluable knowledge will be gained … through the use of descriptive data in the form of

words and pictures to illustrate and substantiate the perspectives of the participants" (Dixon, 2008, p. 82).

The epistemological assumptions of qualitative methodology are based on minimising the distance between the researcher and the participants (Guba & Lincoln, 1994), with the researcher being the primary instrument of data collection to elicit understanding and meaning from the participants. The assumptions are also based on the beliefs that research can never truly be objective and, in fact, is a subjective process. The qualitative researcher often goes further than identifying subjective meaning and explores processes of constructing social situations (Sarantakos, 2005). According to Cohen et al. (2000), qualitative approaches "penetrate situations in ways that are not always susceptible to numerical analysis" (p. 181). A qualitative case study was considered particularly applicable in the research study because of its ability to facilitate an investigation into how the visiting lecturer promoted student teacher learning on practicum through: the setting, monitoring and evaluating of goals, supporting and promoting pedagogical practice and creating and fostering partnerships with associate teachers and schools. The current research study explored the intricacies and subtleties of complex social situations (Merriam, 1998) such as those associated with ITE, schools and student teacher learning on practicum.

Case study approach. Of pivotal importance to the current research study was being able to gain a rich, thick description of the phenomenon under investigation (Merriam, 1998), so qualitative methodology was employed utilising a case study approach. Case studies are used in educational research to describe context-specific educational situations and are appropriate when the research question(s) are descriptive, asking 'what happened?' or explanatory when asking 'why?' questions or 'how something happened?' (Yin, 2003). Consistent with interpretive, qualitative inquiry, a case study approach is based on a number of underlying assumptions, namely that subjective and social factors play a crucial role in the

production of knowledge, with that particular knowledge being *constructed* rather than *discovered* by individuals interacting with their social worlds (Stake, 1995).

A case study approach was considered appropriate in the current research study for the following reasons. Firstly, a case study allows for an intensive description and analysis employed to gain in-depth understanding of the situation and meaning for those involved (Merriam, 1998). Yin (1993) categorised case studies as exploratory, explanatory and descriptive. The current research study was exploratory and explanatory, in that it focussed intensively on a single case (how student teacher learning is promoted during practicum). The study further explored how visiting lecturers promoted self-regulated learning with student teachers, and the support received by student teachers in the setting, monitoring and evaluating of their goals, improving their pedagogical practice and explained how visiting lecturers fostered relationships with associate teachers to enhance student teacher learning. The research was bounded in two sites: the Graduate Diploma in Teaching (Primary) and the Bachelor of Education (Teaching) and, in time, by two specific practicums (the third practicum (Graduate Diploma in Teaching (Primary) and second practicum (Bachelor of Education (Teaching)).

Case studies are not viewed as a standard methodological package but rather seen as an eclectic approach to research that uses a range of techniques (Walker, 1989). Hence a further strength of the case study approach is that it provides opportunities for an in-depth and flexible exploration of the phenomena under investigation. The use of multiple data collection methods means that data can be collected from a number of sources in order to develop the necessary 'thick' and 'rich' descriptions of the phenomena under investigation (Merriam, 1998).

A case study is defined by its "particularistic, descriptive and heuristic" characteristics (Merriam, 1998, p. 29). The current research study was particularistic in that it explored and examined the role of the visiting lecturer and how, together with the associate teacher, they worked in a complementary relationship to support student teacher learning. In the research

study the heuristic value of the case was in its potential to investigate an area that has been problematic in ITE. The role of the visiting lecturer in student teacher learning is more poorly researched and findings are inconsistent in comparison to other stakeholders' roles. Therefore it is anticipated that the findings can be used by ITE providers and schools in their quest to improve, amend or change student teacher learning experiences on practicum.

Advocates of case study research argue that case studies can provide a rich description of findings by utilising evidence from participants which enables readers to form their own generalisations (Cohen et al., 2004). This process relies on the reader's personal judgement of transferability from the setting under study, to other settings, and is dependent on the case study providing a detailed description (Stenhouse, 1995). Critics consider the weaknesses of case studies arise from an inability to generalise findings across a wider population, with results not readily open to cross-checking and therefore being, at times, selective, biased, personal and subjective (Cohen & Manion, 1994; Yin, 1984). To counter these criticisms Yin (1984) proposed that the trustworthiness of the findings be addressed, through the careful documentation of protocols, procedures and processes used by a researcher. Such documentation related to the current research study is found in section five of this chapter.

The Research Design: A Three-Phase Approach

As indicated in Table 4.1, the research study was divided into three phases with each phase involving multiple data collection methods.

Table 4.1

Overview of the Research Design

Phase One : Before Practicum	Number of participants
Graduate Diploma in Teaching (Primary) visiting lecturers and Bachelor of Education (Teaching) visiting lecturers were invited to participate in the research	7 visiting lecturers

Initial Teacher Education Leaders invited to participate in the research. Semi-structured interviews of ITE leaders	3 ITE leaders
Student teachers in each programme Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) of the seven visiting lecturers invited to participate in the research	18 student teachers
Graduate Diploma in Teaching (Primary) and Bachelor Of Education (Primary) schools of seven visiting lecturers invited to participate in research	8 schools

Phase two: Beginning of, and during, practicum	Number of participants
Associate teachers in Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) of 18 student teachers invited to participate in the research	18 associate teachers
Taping of initial practicum briefings between the visiting lecturers and student teachers at the beginning of practicum	4 visiting lecturers 11 student teachers
Taping of 18 triadic/professional discussions between the visiting lecturer, associate teacher and student teacher including a discussion on the setting, monitoring and evaluating of goals	7 visiting lecturers 18 student teachers 18 associate teachers

Phase three : After practicum	Number of participants
Visiting lecturers participated in semi-structured interviews	7 visiting lecturers
Student teachers in each programme Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) invited to two focus group interviews	2 focus groups: 6 participants in one group (Bachelor of Education (Teaching) and 8 participants in another (Graduate Diploma in Teaching (Primary)
Associate teachers at each of the schools participate in semi-structured interviews	5 associate teachers

Specific detail related to the sampling procedures for each of the three phases is outlined in the section below. Also included in the sampling section are the participant profiles.

Sampling

In purposive sampling the researcher purposely chooses "… subjects who in their opinion are relevant to the project" (Sarantakos, 2005, p. 164). Ritchie, Lewis, and Elam (2003) stated that the process of purposive sampling requires clear explicitness, so that the sample

stands up to independent scrutiny, and demands the researcher thinks critically about the parameters of their sample. Qualitative methodology invariably uses non-probability samples for selecting the population for study. In the current research study purposive sampling was utilised for the programmes and sites chosen because of an identified purpose in relation to the specific research question(s).

Selection of the programmes and the practicum. Case study needs to be bounded in time and space (Sarantakos, 2005). The first programme selected was the Bachelor of Education (Teaching) a three-year undergraduate degree and the second, the Graduate Diploma in Teaching (Primary) a one-year graduate programme. These programmes are described in the previous chapter. A key reason for the selection of these two different programmes was the possible difference in student preparedness to meet stated practicum expectations given the difference in the length of the programmes. A further reason was that I had knowledge of both programmes having both taught and visited student teachers as a university lecturer.

Within each of these programmes a specific practicum opportunity was then selected. A second year, five-week practicum within the Bachelor of Education (Teaching) was chosen along with the third and final five-week practicum for student teachers enrolled in the Graduate Diploma in Teaching (Primary). The choice of these two practica ensured that the student teachers:

- had some prior experience of practicum including the setting, monitoring and evaluating of goals set;
- had been visited by a number of visiting lecturers and associate teachers who may have had differing expectations about student teacher learning on practicum; and
- would be engaged in complex activities associated with teaching and learning during the time when the research was undertaken.

Selecting the Sample for Phase One: Prior to Practicum

Visiting lecturers, student teachers, schools and initial teacher education leaders were selected in the first phase of the research study.

Selection of visiting lecturers. Ethics approval was gained on 7th May 2012 from the University of Auckland Human Participants Ethics Committee (Reference Number 7892). As part of the ethics approval process, permission was sought from the Dean of the Faculty of Education to access the names and email addresses of the visiting lecturers (both academic staff members and contract visiting lecturers) who visited in either the Graduate Diploma in Teaching (Primary) practicum 3 and the Bachelor of Education (Teaching) practicum 2. As such, the sampling frame used can be regarded as one of convenience as it was a defined population of lecturers that I had potential access to through my employment as a lecturer at the university. Once access was gained and consent given (Appendix A) a third party, the practicum administrator at the Faculty, sent out to those particular visiting lecturers an invitation to participate in the research study. The focus of the research, the nature of the sampling selection and the required number of participants for the study was outlined (Appendix B) and consent gained (Appendix C).

Across the two programmes seven visiting lecturers responded to the invitation to participate in the research study. There were four visiting lecturers from the Graduate Diploma in Teaching (Primary) programme and three from the Bachelor of Education (Teaching) programme. While some researchers (e.g., Ezzy, 2002) have stated that convenience sampling is one of the least suitable approaches to non-probability sampling, others (e.g., Cohen et al., 2004) have commented that convenience sampling is comparatively unproblematic if it is recognised that the sample represents no other group but itself, and the researcher is open and honest in regard to how the sample was acquired.

A participant information sheet (Appendix D) and consent form (Appendix E) outlining the participants' role in the study were included in the letters sent to the participants, as was a stamped addressed envelope for reply. By the middle of June 2012 the participants had returned both the participant information sheets and consent forms.

As an academic lecturer at the Faculty of Education I was acquainted with the lecturers who agreed to participate in the research in a professional relationship, but not in any team teaching approach. In this situation every attempt was made to ensure that participation of the visiting lecturers was entirely voluntary, and potential participants did not feel obligated to take part in the study, hence the third party assistance in the distribution of the participant information and consent forms referred to in the previous section.

Table 4.2 includes information on the seven visiting lecturers. As can be seen those who volunteered were comprised of:

- Full-time academic staff;
- Contract lecturers employed solely to practicum visit;
- Both experienced and less experienced visiting lecturers;
- Those who both taught and visited in the two selected programmes; and
- Males and females

When I considered the visiting lecturers who had volunteered there were many differences (as described in Table 4.2) and some similarities, for example, the visiting lecturers had all previously been academic staff, had taught at the university and had knowledge of the two programmes involved in the research study.

Table 4.2

Profiles of the Visiting Lecturers

Pseudonym	Gender	Programme	Background	Experience	Teaching
VL1	Female	Grad Dip (Tcgh) Primary	Contract Lecturer	Experienced VL (20 years)	Previously taught in the programme
VL2	Female	BEd (Tcgh)	Academic Staff	Experienced VL (15 years)	Teaches in BEd(Tcgh)
VL3	Female	BEd (Tcgh)	Academic Staff	Experienced VL (12 years)	Teaches in BEd(Tcgh)
VL4	Male	Grad Dip (Tcgh) Primary	Contract Lecturer	Experienced VL (18 years)	Previously taught in the programme
VL5	Female	Grad Dip (Tcgh) Primary	Contract Lecturer	Experienced VL (14 years)	Previously taught in the programme
VL6	Female	BEd(Tcgh)	Academic Staff	New VL (3 years experience)	Teaches in Grad Dip (Primary) and BEd (Tcgh)
VL7	Female	Grad Dip (Tcgh) Primary	Academic Staff	Experienced VL (20 years)	Teaches in Grad Dip (Primary) and BEd (Tcgh)

Abbreviations of the programmes are identified as:

- Bachelor of Education (Teaching) BEd (Tcgh)
- Graduate in Diploma of Teaching (Primary) Grad Dip (Tcgh) Primary

Selection of student teachers. Once the visiting lecturers had volunteered to participate in the research study, purposive sampling was utilised in the selection of the student teachers. There were 42 student teachers who were designated to be visited by the seven visiting lecturers who volunteered to participate in the research study. As part of the ethics approval process, permission was sought from the Dean of the Faculty of Education to access the names and email addresses of those student teachers. Once access was gained and consent given (Appendix A) a third party, the practicum administrator at the Faculty of Education (Appendix B) sent out to those 42 student teachers an invitation to participate in the research study. Participation was gained from the student teachers prior to practicum commencing, so there was no coercion by the visiting lecturers for their student teachers to participate in the research

study. The focus of the research, the nature of the sampling selection and the required number of participants for the study was outlined (Appendix F).

Of the 42 potential student teachers, 18 agreed to participate and returned their consent forms (Appendix G). The 18 student teachers agreed to participate in both the taping of the initial practicum briefing meetings and the triadic/professional discussions with the visiting lecturer and associate teacher (Phase 2). It was emphasised to the student teachers that the nature of the research was not focused on individual student teachers and their performance on practicum, but in accessing and analysing through the conversations and discussions how the visiting lecturers promoted and supported their learning.

Student teachers were subsequently invited to two focus group interviews after practicum (Phase 3). Fourteen of the 18 student teachers agreed to participate. The remaining four student teachers declined to participate because of work commitments. Once participants were identified, it was discovered that I was teaching on campus four student teachers in the Graduate Diploma in Teaching (Primary). Even though I was not their visiting lecturer, these student teachers were given the option to withdraw from the study but none chose to do so. As I did not teach or visit in the Bachelor of Education (Teaching) programme at this time, I did not know any of the student teachers from the programme involved in the research study, so there were no power relations evident.

As can be seen from Table 4.3 the seven visiting lecturers visited across the two programmes. Four visiting lecturers, VLs 1, 4, 5 and 7, visited 11 student teachers in the Graduate Diploma in Teaching (Primary) programme while VLs 2, 3 and 6 visited seven student teachers in the Bachelor of Education (Primary) programme.

Table 4.3

Student Teachers Matched with Visiting Lecturers

Graduate Diploma in Teaching (Primary) student teachers										
ST1	ST12	ST13	ST4	ST15	ST6	ST5	ST10	ST14	ST3	ST11
VL1	VL1	VL1	VL4	VL4	VL4	VL5	VL5	VL5	VL7	VL7

Bachelor in Education (Teaching) student teachers						
ST2	ST8	ST16	ST7	ST9	ST17	ST18
VL2	VL2	VL3	VL3	VL6	VL6	VL6

Selection of schools. Once the visiting lecturers and student teachers had agreed to participate in the research study, a request for schools to participate was sent out. Fifteen schools from within both the Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) programmes where the seven visiting lecturers would visit the student teachers, were invited to participate in the research study. The focus of the research, the nature of the sampling selection and the required number of participants for the study was outlined (Appendix H). Of the 15 primary and intermediate schools involved, eight schools chose to participate and signed a consent form (Appendix I).

There was one decile two intermediate school which agreed to participate in the research study, two decile three primary schools, three decile four-five primary schools, and two from deciles seven-ten. Socioeconomic areas (decile ratings) in New Zealand schools are identified from census data. Deciles one-three are in low socioeconomic areas, deciles four-six are in middle income areas and deciles seven-ten are in high socioeconomic areas.

Selection of ITE leaders. In this first phase of the research study, an invitation was sent to the three initial teacher education leaders of both the Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) (Appendix J) and the leader of ITE (who is the overall person responsible for ITE at the faculty) to participate in semi-structured

interviews. Once again every attempt was made to ensure that participation was entirely voluntary (as I was a lecturer at the Faculty), and potential participants did not feel obligated to take part in the study. The rationale behind completing the interviews in the first phase of the research study, was to gauge viewpoints on the purposes of practicum within the Faculty of Education in general, the links to schools and the specific role visiting lecturers were expected to play in student teacher learning on practicum.

The ITE leaders responded, agreeing to participate in the research study and were then sent a consent form (Appendix K). PL 1 was the person responsible for ITE, PL2 was the programme leader in the Graduate Diploma in Teaching (Primary) programme and PL3 in the Bachelor of Education (Teaching) programme Year Two level.

Given the interpretive, qualitative nature of the research study, the sample of seven visiting lecturers, visiting 18 student teachers across two different programmes and two practicums, and three initial teacher education leaders from the Faculty of Education was deemed a sufficient number of participants. This gave the researcher the opportunity to gain a rich description of participants while maximising the differences between all the participants (Glaser & Strauss, 1967).

Selecting the Sample for Phase Two

Selection of associate teachers. The 18 associate teachers who were supervising the 18 student teachers on practicum, were invited to participate in the research study (Appendix L). The 18 associate teachers all agreed to participate in the taping of the triadic/professional discussions and returned their consent forms (Appendix M). The associate teachers ranged from first-time to very experienced associate teachers and there was a range of ages, gender and years of teaching experience. The 18 associate teachers were further invited to be interviewed in semi-structured interviews to be held during phase three and after practicum. Five associate teachers agreed to this invitation.

Table 4.4

Associate Teachers who were Interviewed After Practicum

AT1	AT3	AT4	AT5	AT7
Male: Associate teacher for 7 years	Female: Associate teacher for 15 years	Female: Associate teacher for 3 years	Female: Associate teacher for 8 years	Female: First time Associate teacher

Phase Three: After Practicum

Phase three was the final phase of the research study and took place after the practicums had finished. All the 18 student teachers were invited to participate in two focus group interviews and 14 agreed to do so. One focus group had eight Graduate Diploma in Teaching (Primary) student teacher participants while the other had six participants from the Bachelor of Education (Teaching). Also, during phase three, the seven visiting lecturers participated in one-on-one, semi-structured interviews.

Ethical Considerations

Ethical principles that should guide the actions of all researchers are identified in the literature as avoiding misrepresentation, protecting the interests of participants and participants giving informed consent (Cohen et al., 2000; Denscombe, 2003; Neuman, 2003). Ethical issues arising from the current research study included voluntary participation, informed consent and the protection of confidentiality and anonymity.

Voluntary participation and informed consent. Participants, the Dean of the Faculty of Education, Principals of Schools (on behalf of Boards of Trustees), visiting lecturers, associate teachers, student teachers and ITE leaders were invited to participate in the study. Informed consent involved the participants declaring that they understood and agreed to participate in the research study without coercion. Each individual was informed that they had the right to withdraw from the study without prejudice. Assurance was sought from the Dean

(Appendix A) and School Principals on behalf of the Board of Trustees (Appendix I) that visiting lecturers' and associate teachers' choice to participate or not participate in the research study would in no way influence their employment and standing in the Faculty and the schools. Similar assurances were sought from the Dean in regard to student teachers – that their choice to participate or not in the research study would in no way influence their grades or standing in the Faculty. As I worked in the Graduate Diploma in Teaching (Primary) programme, the particular schools selected were ones I did not visit as a lecturer, thus alleviating any power relations and conflict of interest which might arise. There was no conflict of interest with the Bachelor of Education (Primary) schools as I did not visit those schools at the time that data collection took place.

Confidentiality and anonymity. It is imperative that "… confidentiality must be assured as the primary safeguard against unwanted exposure" (Christians, 2003, cited in Denzin & Lincoln, 2003, p. 218). It was therefore important that the Dean, School Principals and all other participants were assured that involvement in the research study would be kept private and confidential. All semi-structured interviews, focus groups interviews, triadic/professional discussions and initial practicum meetings were transcribed by a professional transcriber who signed a confidentiality agreement. Participants were assured that all documentation collected by the researcher would be kept private and confidential to the researcher, research supervisors and the transcriber, and no names would be revealed nor any other personal identifying information about the participants disclosed. Participant information sheets included details about the storage and disposal of data and protocols outlined by the University of Auckland's Human Participants Ethics Committee were adhered to at all times in relation to the storage of the data. Pseudonyms were used in the recording of the interviews, focus group interviews, initial practicum meetings and triadic/professional discussions.

Pseudonyms were also used in the coding and reporting of the data and participants were assured that the use of pseudonyms would also apply to any resultant academic dissemination.

Data Collection

In order to answer the research question(s), the following data collection methods were used in the research study as indicated in Table 4.5.

Table 4.5

Link Between Research Questions and Data Sources

Research question	Data source
What is the role of the visiting lecturer in promoting student teacher learning on practicum and the promotion of self-regulated learning?	Visiting lecturers, associate teachers, student teachers and ITE leaders in semi-structured interviews and focus groups interviews (Phases One and Three)
	Taping of triadic/professional discussions and initial practicum meetings (Phase Two)
	Feedback notes and emails (Phase two)
What role does the visiting lecturer play in the setting, monitoring and evaluating of goals with student teachers?	Visiting lecturers, associate teachers, student teachers and ITE leaders in semi-structured interviews and focus groups interviews (Phases One and Three)
	Taping of triadic/professional discussions and initial practicum meetings (Phase Two)
How does the visiting lecturer support and improve pedagogical practice for student teachers on practicum?	Visiting lecturers, associate teachers, student teachers and ITE leaders in semi-structured interviews and focus groups interviews (Phases One and Three)
	Taping of triadic/professional discussions and initial practicum meetings (Phase Two)
	Feedback notes and emails (Phase Two)
How does the visiting lecturer create and foster partnerships with schools and relationships with associate teachers to enhance student teacher learning on practicum?	Visiting lecturers, associate teachers, student teachers and ITE leaders in semi-structured interviews and focus groups interviews (Phases One and Three)
	Taping of triadic/professional discussions and initial practicum meetings (Phase Two)

Denzin and Lincoln (1994) stated that qualitative researchers "deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand" (p. 2). In accordance with qualitative approaches and case study design, the data-gathering methods employed in the current research study were semi-structured individual interviews, focus group interviews, the taping of initial practicum briefings and triadic/professional discussions and the collection and analysis of relevant documents. The semi-structured interviews and focus group interviews in the research study were designed to guide conversation in the direction of the questions being asked, while allowing participants the freedom to talk about what they considered to be important to them (Berg, 2009; Hesse-Biber & Leavy, 2006). As Cresswell (2003) stated, qualitative research uses strategies that are interactive and humanistic, and those strategies aim to build rapport and credibility with the participants.

Semi-structured individual interviews. Semi-structured interviews were deemed appropriate for the current research study in that they provided the researcher with opportunities to probe into the visiting lecturers', associate teachers' and ITE leaders' perspectives and beliefs about the role the visiting lecturer plays in supporting student teacher learning on practicum. Each interview took between 40 and 60 minutes and took place either in private rooms at the Faculty of Education or in schools. In all instances, with participants' permission, interviews were audiotaped and transcribed by a professional transcriber. The interview questions in the research study (Appendices N, O, P) were designed to enable me (as researcher) to determine participants' knowledge, skills and attitudes going "deeper into the motivation of respondents and their reasons for responding as they do" (Cohen et al., 2000, p. 268).

In phase one I interviewed the three ITE leaders (Appendix J). The focus of the questions asked related to both the Graduate Diploma in Teaching (Primary) and the Bachelor

of Education (Teaching) programmes that the ITE leaders were involved with, the challenges of the visiting lecturer role, the alignment and links with partnership schools and associate teachers and how the visiting lecturer role could be strengthened or changed. The reason I interviewed the participants in phase one was to become acquainted with the role of the visiting lecturer from the ITE leaders' and university's perspectives and to understand their thoughts and viewpoints prior to the research study commencing.

In phase three I interviewed both the visiting lecturers (Appendix D) and associate teachers (Appendix L). The reasons for the timing of the interviews was because as the researcher I wanted to match and consider what was said in the initial and triadic/professional discussions during practicum, with the semi-structured interviews held after the practicum placement had ended. The focus of the questions for the visiting lecturers and associate teachers was based on the theoretical framework 'Preparing teachers for a changing world: What teachers should learn and be able to do' (Darling-Hammond & Bransford, 2005). The framework describes knowledge of learners and how they learn and develop within a social context; that teaching should encompass knowledge of subject matter and skills; and there should be an understanding of teaching in light of content and learners. These areas are framed by two important conditions for practice: teaching is a profession, and education, including teaching, is to support equitable access for all. As the interviewer, it was also important to find out during the interview process, the nature of the relationship that existed between the visiting lecturer and associate teacher, how they worked together and how each party's knowledge, skills and expertise, were utilised to support the student teacher in learning the required knowledge of learners, content and teaching.

The literature makes a distinction between structured, semi-structured and unstructured interviews, with the major distinguishing factor being the degree of control the researcher has over the questions and responses (Bogdan & Biklen**,** 2003). The semi-structured interview is

the most common and one of the most important data-gathering tools in qualitative methodology (Myers & Newman, 2007), allowing a subjective experience between the researcher and participants to explain situations from their point of view (Cohen et al., 2000). Interviews produce rich data presented in words that reveal the participants' viewpoints, and additionally transcripts filled with much detail and many examples (Bogdan & Biklen**,** 2003). However, semi-structured interviews do not always provide the opportunity to gain understandings of the way in which participants structure the topic themselves, as the questions may constrain the naturalness and relevance of the questions and answers (Bogdan & Biklen, 2003). As a consequence of this constraint, as the researcher I allowed an element of flexibility in the interview process. This was achieved by keeping the interviews conversational and situational, allowing me to follow up on any unexpected issues that arose, and then probing participants for clarification or further explanation (Cohen, Manion, & Morrison, 2007).

There are limitations on the use of semi-structured interviews as a means of collecting data. Myers and Newman (2007) commented that the interview can be an artificial situation with the researcher under pressure to complete questions within a period of time, and can be an intrusive process for the participants. Researcher interpretation of responses can also influence the results (Cohen & Manion, 1994) impacting on the dependability and reliability of the findings. Given that semi-structured interviews are based on self-report, there is a possibility of participants responding to questions in a way they might think the researcher wants them to respond. Therefore there should be awareness on the part of the researcher in semi-structured interviews that there could be a discrepancy between what the participants *believe* or claim to be doing, and what they are *actually* doing. In 1974, Argyris and Schön argued a distinction between the espoused theories that professionals used to explain their actions to themselves and to external audiences, and the implicit theories-in-use on which their actions are based. As the researcher I was cognizant of this point. In the current research study,

in order to ensure the trustworthiness of the research, the semi-structured interview data were used in conjunction with other data-collection sources for example, triadic/professional discussions, focus group interviews and written documents.

Pilot interviews. It has been argued that piloting data-collection sources can assist trustworthiness (Neuman, 2003; Sarantakos, 2005). Potential problems can be identified and interviewer bias reduced (Cohen & Manion, 1994). For these reasons, the interview questions for the visiting lecturers were piloted in 2011, with a group of four visiting lecturers on their role in student teacher learning. Specifically, in relation to the semi-structured interviews of the visiting lecturers it was decided in the current research study to link to the framework 'Preparing teachers for a changing world: What teachers should learn and be able to do' (Darling-Hammond & Bransford, 2005) as discussed in the previous section. As the researcher, I discovered that, during the pilot study for example, there were not a sufficient number of questions relating to practices used by visiting lecturers to understand how specifically they supported and promoted student teacher learning. In order to identify these practices more explicitly, further questions with this particular emphasis were then added to the research study.

Focus group interviews. Student teacher focus groups were deemed appropriate because it was considered through the use of a group process that it could illuminate and 'open up' the research issue (Lewis, 2003), which was applicable in the current research study. Because a focus group interview involves conversation and listening to others' opinions and perspectives, the interactions between participants is also useful in identifying the opportunities for differences in opinions to be directly or explicitly discussed (Lewis, 2003).

The focus groups interviews with the student teachers were conducted in phase three, after practicum had been completed. One focus group interview took 50 minutes and the second focus group, 80 minutes. The difference in the length of time was because the first focus group had six participants and the second focus group had eight participants and more time had to be

given for all participants to respond to questions. Both took place in private rooms at the Faculty of Education, and in both instances with participants' permission the focus group interviews were audiotaped and transcribed by a professional transcriber. The focus of the questions was to gather a range of perspectives and viewpoints from the student teachers on the role the visiting lecturer had played in their learning experiences on practicum. The questions included themes such as the importance of the partnership between the visiting lecturer and associate teacher in student teacher learning; knowledge, skills and personal attributes of the visiting lecturer relevant to student teacher learning; specific visiting lecturer practices used for example self-regulatory practices, critical reflection, feedback and goal setting; and the triadic/professional discussion and its role in student teacher learning.

The researcher's role is critical to the success of the focus group interviews, and requires vigour on the researcher's part, as focus groups can be demanding and challenging (Finch & Lewis, 2003). Involvement in a focus group discussion may interfere with an individual's expression of opinion and may be dominated by one person, hence discouraging others from expressing their viewpoints. The skills of the interviewer in this scenario are therefore important (Fontana & Frey, 1994**)**. Thus, it was important during the focus group interviews that I allowed for all viewpoints to be heard. Additionally, there are ethical issues which can arise in focus group interviews. In the current research study, group participation prevented anonymity and compromised confidentiality making it impossible for an individual participant to withdraw any information once provided. Participants were forewarned of these issues in participant information and consent forms.

Audio-recording of initial practicum meetings and triadic/professional discussions. In phase two of the research study, the visiting lecturers were given an audio recorder and asked to audio-tape their initial practicum meetings and their triadic/professional discussions. Consent from all participants (visiting lecturers, associate teachers and student

teachers) was gained prior to the discussions taking place. These audio-recordings occurred in meeting rooms at each school and outside the presence of the researcher. Both the initial practicum meetings and the triadic/professional discussions varied in length from 30 to 60 minutes. Initial practicum meetings took place in the first week of practicum and were group meetings between the visiting lecturer and student teachers. Four initial meetings were taped with 11 student teachers. Two visiting lecturers forgot to tape their meetings and one recorder of another visiting lecturer was faulty. Triadic/professional discussions are both a formative and summative assessment process occurring between the three parties (visiting lecturer, associate teacher and student teacher) during either the fourth or fifth week of practicum. All student teachers in the current research process had participated in a triadic/professional discussion previously as had all the visiting lecturers. Of the 18 triadic/professional discussions taped there was only one associate teacher new to the process.

While it was recognised that a tape recorder might inhibit the conversation between the three parties (visiting lecturer, associate teacher and student teacher) it was deemed likely to be less intrusive than the presence of an 'outsider' (the researcher). There was also the possibility that student teachers would feel vulnerable within the process of taping the conversations. Efforts were made therefore, by the visiting lecturer, to put all participants involved at ease during the conversations, and there was the understanding that the tape recorder could be turned off at any stage. However no participants requested this. The taping of the conversations was also a means of validating the other sources of evidence which were used, such as the semi-structured interviews, focus groups interviews and written documents. When the data from the triadic/professional discussions were transcribed and analysed it gave both breadth and depth and a fuller picture of the research study emerged (Ritchie, 2003). In all instances the initial practicum meetings and triadic/professional discussions were transcribed by a professional transcriber and participants were given pseudonyms.

There were several reasons for the taping of the initial practicum briefing and triadic/professional discussion. It was important for the researcher to gain an insight and understanding into the conversations which took place, and the interactions and dialogue occurring between the visiting lecturers, associate teachers and student teachers. Secondly, the setting, monitoring and evaluating of goals formed part of the triadic/professional discussions by visiting lecturers, associate teachers and student teachers, as evidence of student teachers' progress, and as such were included in the taped discussion. Thirdly, the discussions were utilised to understand how the visiting lecturer created and fostered partnerships/relationships with associate teachers to enhance student teacher learning on practicum.

Use of documents. Documents are a rich source of data that are used frequently in social research to understand more substantive content, illuminate deeper meanings or bring a new perspective to existing data (Ritchie, 2003). According to Yin (2003) they are an essential source of case study information. Documents were used in the current research study to triangulate information and substantiate or repudiate claims made by visiting lecturers, associate teachers and student teachers. For the purposes of the research study, the documents included for analysis were emails from visiting lecturers to student teachers and written feedback given to student teachers.

Analysis of Data

Data analysis according to Merriam (2009) is the most complex part of the research process as much data is generated throughout the research study. Case study data analysis generally involves an iterative or cyclical process (Cresswell, 2003), a process which Neuman (2003) explains as proceeding from general to more specific observations, in a systematic search for patterns in the data. For the current research study, the data analysis for the semi-structured interviews, focus group interviews, initial practicum briefings and taped triadic/professional discussions was completed using a thematic approach. Thematic analysis

seeks to identify concepts, patterns and themes in the data which can be deduced and/or induced from the data: "…while the general issues that are of interest are determined prior to analysis, the specific nature of the categories and themes to be explored are not pre-determined" (Ezzy, 2002, p. 88).

The justification for using thematic analysis in the current research study was that the approach allowed a combination of both deductive and inductive approaches thus enabling flexibility in the analysis (Braun & Clarke, 2006). Using an inductive approach advocated by Stake (1995) and Strauss and Corbin (1998), this research study formulated theories based on detected patterns in the categorised data which developed over time and as more data were collected and analysed. The inductive approach to the analysis meant the themes or categories identified during the coding process were strongly linked to the emerging data or data themselves (Patton, 1990). Appendix Q is an example of some of the categories and sub-categories which emerged from the data during the coding process.

The deductive approach to the analysis utilised the themes or categories based on the researcher's own theoretical knowledge of, for example, student teacher learning on practicum, self-regulated learning, content and pedagogical content knowledge. The theoretical framework of Darling-Hammond and Bransford (2005) was also utilised as discussed earlier. There were three general areas of knowledge (e.g., subject and content), skills (e.g., pedagogical), and dispositions (e.g., attitudes and beliefs) Darling-Hammond and Bransford (2005) believed were necessary and important for student teachers in their learning.

Collecting qualitative data provides a very rich vein of data (Burgess, Sieminski, & Arthur, 2006) and emergent themes develop through the richness of analysis. Coding is central to analysis as it is specifically designed to discover regularities within the data (Punch, 2005) while searching the data for patterns and topics, and recording words and phrases to represent

the topics as coding categories (Bogdan & Biklen, 2003). A coding structure should therefore pick up the similarities and nuances within the data.

Open, axial and selective coding. Open coding in the research study took a number of forms and as the researcher I was looking for anything 'new' which would push the boundaries of the research and link to the research question(s) – specifically how the visiting lecturer promoted student teacher learning. The first stage of coding was exploratory and termed 'open-coding' (Ezzy, 2002) where the data were read and re-read in a detailed manner (semi-structured interviews, focus group interviews and documents in phase three and initial practicum meetings, taped triadic/professional discussions in phase two). As the data were read and made sense of, certain words, phrases and participant ways of thinking began to stand out (Bogdan & Biklin, 2003). Appendix R is an open coded example of a number of pages of interviews with two visiting lecturers and a flow chart of responses. Some specific examples of the words and phrases were reflection on practice, routine to adaptive expertise, goal setting and self-regulated learning, the importance of pedagogical content knowledge, supporting student teachers and risk taking in learning. Strauss and Corbin (1990) describe 'open coding' as the "part of analysis that pertains specifically to the naming and categorizing of phenomena through close examination of the data" (p. 62).

Reliability checks were made on the coding at this stage with my two supervisors, when I took copies of transcripts to a meeting and we coded together. Simultaneous data collection and analysis is a feature of qualitative, interpretive research ensuring manageability to inform the next stage of the data collection and to check and clarify tentative categories and themes (Denzin & Lincoln, 2003; Merriam, 2009). Using the data from all the interviews, focus groups, and taped conversations meant that, as the researcher, I was beginning to take note of any emerging themes.

Axial coding was the second stage of coding used in the research study, namely to look

for relationships between and among themes which emerged from the open coding, a process referred to by Strauss and Corbin (1998) as ‘mining’ the data. Strauss (1997) stated that axial coding occurs after open coding is completed and consists of intensive coding around one category. Axial coding is the process of “putting together again in some way the data which have been effectively split apart into categories by open coding” (Robson, 2002, p. 494). Axial coding can also be a stage which not only stimulates the researcher’s thinking about links between concepts or themes, but also can raise more questions (Neuman, 2011). At this stage, as the researcher, I read through each transcript and checked against the coding categories which had emerged from the first stage. Appendix S illustrates how categories and sub-categories were reorganised by theme, concept or relationship through the use of grouping codes together, for example, regulating own learning, setting, monitoring and evaluating goals, adaptive expertise, self-efficacy and critical reflection.

Selective coding was the third stage used to guide and inform the ‘story’ which, as the researcher, I wanted to tell. Selective coding is the process of identifying one category, placing it at the centre as the phenomenon (Strauss & Corbin, 1998), and identifying the relationship between that category and all other categories. Appendix T is an example of selective coding where the process of goal setting was described in a flow chart from where goals were set by student teachers, followed by examples from data sets and any related tensions described. This same process was followed in further flow charts with the monitoring of goals, feedback on goals, achievement of goals and emergent goals. The first two stages, goal setting on practicum and monitoring of goals during practicum, are described in Appendix U. Appendix V indicates the three themes and subthemes which emerged from the data which comprised of the findings discussed in chapters five, six and seven.

Document content analysis. In the research study, and for the purposes of the analysis of the documents (e.g., email communication and feedback notes), content analysis was used. The strength of content analysis is that the researcher has access to rich data which is, in general, permanent and available (Denscombe, 2007) and can be triangulated with other data sources (as it was in the current research study). The documents were used to triangulate information and substantiate claims made during interviews and during triadic/professional discussions. Secondly, documents were analysed to see if they might explain differences between the visiting lecturers. A further strength of the use of documents is that they assist the researcher in understanding substantive content and clarify deeper meanings from the data collected (Ritchie, 2003).

Trustworthiness of the Research

In qualitative research, 'trustworthiness' replaces the more conventional views of reliability and validity (Cohen et al., 2004). Being able to trust the results in educational research is of paramount importance to all professionals who work in the field. The notion of trustworthiness centres on four evaluative criteria which can be used to make judgements about the quality of qualitative research namely the issues of credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

Credibility. Credibility, in Lincoln and Guba's (1985) opinion, is linked to the 'truth value' of the research findings. Within the bounds of the current research study and to ensure credibility, research design and methodology needed to be clearly documented with data-generating and data-analysis techniques accurately and carefully portrayed. The strategies used to establish credibility were triangulation and prolonged engagement. Credibility was enhanced by triangulation of data types and sources (Silverman, 2005). Triangulation can be achieved by using multiple participants, multiple sources of data, and multiple methods over time and space to test, confirm or refute the findings (Lincoln & Guba, 2000). It is an important technique to

improve the probability that the findings and interpretations are credible and reliable. The triangulation of recorded data is believed to reduce subjectivity, when evidence from the different sources is compared, and convergence or divergence noted. Further, examining an issue from different angles is considered to lead to a greater depth of understanding of the research findings (Lincoln & Guba, 2000).

In the current research study, the use of methodological triangulation (semi-structured interviews, focus group interviews, triadic/professional discussions and the collection of documents), and data triangulation where data were collected over time (over a year in 2012) and different contexts (two different practicums across two different programmes) and space (eight different schools) ensured the credibility of the findings. These multiple sources of data collection included three sampling phases – the first in semi-structured interviews where a range of perspectives and viewpoints were gathered from initial teacher education leaders on the purposes of practicum within the Faculty of Education and the specific role the visiting lecturer played in promoting student teacher learning on practicum. The second phase of the research study included the taping of initial practicum briefings and triadic/professional discussions between the visiting lecturer, associate teacher and student teacher. The taping process of all the conversations gave respondent triangulation, where different viewpoints from the three groups of participants were gathered and analysed in relation to the research question(s). Crosschecking of the data generated from semi-structured interviews, focus group interviews and document analysis allowed "different dimensions of the same phenomenon to be examined, where multiple sources may converge or indicate differences" (Hammersley & Atkinson, 1983, p. 199).

Multiple sources of data collection were used in the research study and enabled the evaluation of one source of evidence against another in order to locate any distortions, such as bias or false premise (Lincoln & Guba, 2000). Together the number of participants in the

research study – three ITE leaders, seven visiting lecturers, 18 associate teachers and 18 student teachers and the different data-collection methods generated a rich, varied and detailed amount of data for analysis. Prolonged engagement occurred when participants were involved prior to, during and following practicums in phases one, two and three 2012 in different contexts. If data are collected over a period of time this enables a deeper and clearer understanding of the setting and the situation being studied (Denzin & Lincoln, 2000).

In the current research study discussions with supervisors, colleagues, oral presentations at conferences and critical friends who challenged or confirmed aspects of the research occurred on occasions, opening up new perspectives for further reflection. Links to a wide range of literature ensured and confirmed whether the findings from the current research study were also consistent with research findings from other studies.

Transferability. According to Lincoln and Guba (1985) transferability is the second evaluative criterion that must be applied to qualitative inquiry. Transferability is concerned with the extent to which findings and conclusions from one study can be generalisable to other situations or populations (Punch, 1994). Advocates of qualitative research (e.g., Lincoln & Guba, 1985; Merriam, 1998) have argued that it is possible to assess the typicality of a situation, participants and settings and make comparisons with other groups in a research study, if 'thick' description through detailed accounts is provided so that transferability judgements are possible. Lincoln and Guba (1985) continued, that it is up to the reader to determine the extent to which findings from one piece of research are transferable to another situation. In the current research study (as shown in chapters five, six and seven), a rich and thick description was obtained through the use of the voices of the visiting lecturers, ITE leaders, associate teachers and student teachers.

Scott and Weeks (1998) believed it is time to demystify the notion that external validity, replication and generalisation are essential in educational research. They claimed that research

(as in the current research study), which is interpretively sensitive to, for example, specific contexts (schools), conditions (practicum), individuals (visiting lecturers, associate teachers and student teachers) is an on ongoing dialogical process in which both personal and academic reflections play a vital part. Somekh (2006) further suggested that knowledge acquired from qualitative research was generalisable to similar settings, and specifically, research involving close partnerships with participants was, in fact, quickly validated and appropriated by those who were in similar settings and recognised its immediate usefulness.

Dependability. In qualitative research, the more traditional notion of reliability is construed as 'dependability' or 'consistency' (Lincoln & Guba, 1985). Dependability can be achieved through ensuring that there is rigour throughout the research process with clear systematic ways in place to record, analyse and present the data (Cohen et al., 2004). In the current research study, dependability was ensured by checking the research design was appropriate to the research question(s) and fitted the research purpose and by regular communications and meetings with supervisors.

Reflexivity, according to Cohen et al. (2004) acknowledges that researchers are part of the social world and bring their own biographies to the research situation. As the researcher I was conscious of recording notes in a systematic manner and monitoring my own beliefs and assumptions to consider alternative perspectives, as well as acknowledging myself as the researcher. Reflexivity is about the integrity of the researcher and for the current study that meant acknowledging the biases, values and interests I brought to the study. As Cohen et al. (2004) stated, the researcher is the main instrument for gathering data, and the trustworthiness of the study depends on the skill, competence and rigour of the researcher. Explicit in this process is an audit trail which gives a detailed description of how data is coded and analysed and each aspect of the research process is clear and transparent. The audit trail is responsible for assisting with the researcher's reflexivity during the research process (Lincoln & Guba,

1985) and ensuring dependable procedures are in place. An audit trail was established in the current research study through, for example, the use of appendices and the voices of the participants in chapters five, six and seven.

Confirmability. The final criterion of trustworthiness is confirmability. A confirmability audit (Lincoln & Guba, 1985) is completed when the research study is closely examined by assessing the manner in which the data were collected, analysed, interpreted and reported and how conclusions were reached (Merriam, 1998). This particular process is about making the research explicit, for example, how the participants and methods are selected. At this particular point both process and product are examined and personal values and biases addressed and monitored (Bryman, 2001). In the current research study confirmability was gained through the processes of triangulation and reflexivity. Confirmability was also gained through peer debriefing, a strategy that contributed to the credibility of the research study, identifying any possible biases that might have occurred in the data analysis (Lincoln & Guba, 1985).

Chapter Five

Using Goals to Support Student Teacher Learning

This chapter presents the findings related to the research question, "What role does the visiting lecturer play in the setting, monitoring and evaluating of goals with student teachers?" As outlined in Chapter Three, both programmes required the student teachers to set and monitor personal learning goals to promote their professional development and to pass the practicum. Learning Outcome 3 for the Graduate Diploma in Teaching (Primary) states*:* "Implement personal goals that enhance professional development" (University of Auckland Faculty of Education, 2012b, p. 12) and Learning Outcome 4.3 for the Bachelor of Education (Teaching) states: "Practicum-related professional development 'next steps' are identified, actioned and evaluated effectively" (University of Auckland Faculty of Education, 2012a, p. 5).

There is a requirement that associate teachers in both programmes during the first week of practicum check the goals the student teachers have set and have a professional conversation with them as to the quality, relevance and specificity of the goals. The *Graduate Diploma in Teaching (Primary) Practicum Brief* states: "Goals should be discussed with associate teacher to determine appropriateness/relevance" (University of Auckland Faculty of Education, 2012b, p. 12). The *Bachelor of Education (Teaching) Practicum Brief* states: "Developing and addressing 'next steps' with support from the associate teacher" (University of Auckland Faculty of Education, 2012a, p. 5). The visiting lecturer role was not stated explicitly in any of the practicum briefs or handbooks. Therefore the visiting lecturer's role in relation to setting, monitoring and evaluating goals with student teachers was implicit and interpreted very differently by the seven visiting lecturers participating in this study. As a consequence the visiting lecturers showed considerable variation in how they undertook the task of supporting student teachers to set, monitor and evaluate their goals.

From the analysis of the research data, it was evident that the seven visiting lecturers conducted their initial meetings, observations of the 18 student teachers' teaching and the triadic/professional discussions in very different ways. In this chapter, four of the visiting lecturers (VLs 1, 2, 3 and 4) were very effective in supporting student teachers in the setting, monitoring and evaluating of goals through the phases of self-regulation. Three visiting lecturers (VLs 5, 6 and 7) were less effective in the same role.

These variations in practices and the consequences for student teachers are described in the following sections: the goal setting process and quality of goals, monitoring and evaluating of goals, feedback on goals, achievement of goals and emergent new goals. The analysis uses a wide range of data sources including written documents, interviews, and the recording of focus groups interviews and initial practicum meetings between visiting lecturers, associate teachers and student teachers.

The Goal Setting Process and Quality of the Goals

For the purposes of this study, a high quality goal (see Table 5.1) was defined as having the following criteria: student teachers had a commitment and sense of engagement to the goal; the goal was challenging and appropriate; and the goal was relevant to the student teacher's own learning.

Table 5.1

Criteria for Judging a High Quality Goal

	VL1 ST1	**VL1 ST12**	**VL1 ST13**	**VL2 ST2**	**VL2 ST8**	**VL3 ST7**	**VL3 ST16**	**VL4 ST4**	**VL4 ST6**	**VL4 ST15**	**VL5 ST5**	**VL5 ST10**	**VL5 ST14**	**VL6 ST9**	**VL6 ST17**	**VL6 ST18**	**VL7 ST3**	**VL7 ST11**
Commitment/ engagement to the goal	√	√	√	√	√	√	√	√	√	√			×					
Challenging and appropriate goal	√	√	√	√	√	√	√	√	√	√	×	×	×	×	√ (assisted by AT to improve goal)	×	×	√ (assisted by AT to improve goal)
Goal relevant to student teachers' own learning	√	√	√	√	√	√	√	√	√	√	×		×		√			√

Four of the seven visiting lecturers were committed to developing high quality goal setting with their student teachers. These four (VLs 1, 2, 3, and 4) were consistent in the emphasis they gave to the goal setting process and discussing criteria for high quality goals in their work with 10 of the participating student teachers. The quality of the student teachers' goals reflected the input of these four visiting lecturers. The visiting lecturers all reported that they checked the appropriateness of the student teachers' goals to their personal learning at the initial meeting, and asked the student teachers to justify and explain in detail why they had chosen particular goals. The following description by VL2 in her interview was typical of this group of visiting lecturers in the initial stage of their work with student teachers, conveying the importance of self-regulation and goal setting to learning, and the identification of strategies and resources to achieve the set goals :

> *Student teachers need to understand the importance of setting goals around some aspect of learning they need to become more informed about. So I get them to goal set, to identify strategies, or what resources or what skills they need to actually utilize. They should be building and understanding some aspect of their practice they don't have a good understanding of when setting goals.*

She continued by saying that, when she talked to the student teachers about goal setting she asked them what their particular goal meant for their personal learning. VL2 questioned ST2 in an email communication, *"Where can you go to find out more information about your own goal, who can you talk to? Why that goal? What does it mean to you? What will you focus on?"*

The other three visiting lecturers described similar processes in communicating with student teachers on the importance of goal setting. VL3 and VL4 stated that they discussed the importance of goals specific to the particular learning needs of the student teachers and commented that they always challenged student teachers on whether their particular goals were

too broad or too general. VL1 also asked student teachers at the initial meeting to consider whether their particular goals were challenging enough, and to draw on prior experiences and areas of strength and weakness:

> *What are your personal goals for this practicum? What is it you want to achieve? What do you want to come out of this practicum? What will challenge you? Think about last practicum and where you want to improve your teaching and learning? Your goals need to be challenging and relevant to you.*

ST13 elaborated:

> *We have just been learning about differentiated teaching and learning at university – in theory it all sounds wonderful but I want to learn how to put all that knowledge into practice. I want to observe my associate teacher and then look at the groupings, plan my own teaching and work out how to assess the children – so that's my goal.*

When interviewed in the focus group interview/or the triadic/professional discussion 10 student teachers could clearly explain the rationale and reasoning behind their selection of particular goals. One example indicative of the student teachers was ST2 who justified his decision:

> *I selected this goal to improve my teaching in maths, so I could learn as a teacher how to draw on students' current understandings and knowledge and I could then help scaffold them to higher and deeper understanding of particular concepts.*

VL1 was one of the four visiting lecturers who played an important role in supporting, encouraging and directing three student teachers in specific ways. The goals were discussed at the initial meeting, sent to the visiting lecturer and feedback was given on the student teacher's progress in relation to the goals throughout practicum. The visiting lecturers also encouraged the student teachers to draw on prior experiences to assist them in identifying appropriate strategies to enable them to achieve their goals. VL1 emphasised in her interview,

"A challenging goal is more effective because it directs the student teacher's attention to relevant behaviours and personal learning outcomes".

ST8 (who was visited by VL2) expressed a commitment to the goal that had been identified from her previous practicum to be an area for improvement. Consequently there was a sense of engagement and challenge in the goal.

ST8's goal was:

To manage learning in maths by setting clear instructions for all group work (breaking down the tasks into manageable steps) and develop a roving eye.

The goal was justified in this way drawing on previous experiences:

Managing the class and teaching a small group was a challenge for me last practicum and I found it difficult to keep all children engaged and 'on task'. I have observed my associate teacher and realise this is so difficult and I want to get it right.

The goal was also situation-specific and strategies were identified to assist in the achievement of the goal:

In mathematics there are multiple groups to manage while I teach a group of children on the mat. By developing a 'roving eye' I can ensure that the classroom environment is learning effective and 'on task' efficient. By having clear instructions students are more engaged and more able to understand expectations which should enhance learning experiences and set children up for success.

A specific practice used by VL4 involved reflecting with his student teachers in regard to what aspects of goal setting were critical. This was completed in the initial meeting in the first week of practicum after they had described their goals:

What pleases me about all of you is that your goals are doable and observable. If you had said my goal is behaviour management I would have said it needs to be more specific, motivating and relevant to you.

Likewise, VL3 at the initial meeting emphasised the importance of the student teachers self-regulating their progress towards achieving their goals. She talked to the student teachers about them becoming "*academically and professionally independent"* and knowing where they were going with their goals and what they had to do to get there. VL3 suggested to student teachers that their goals be specific, challenging and appropriate to them. She also discussed with them the importance of knowing where they wanted to go personally because, as she stated, "*you cannot rely on either your associate teacher or visiting lecturer doing it for you"*.

In contrast to VLs 1, 2, 3 and 4, the other three visiting lecturers (VLs 5, 6 and 7) did not place much emphasis with their eight student teachers on the goal setting process and the quality of the goals. They adopted more of a compliance stance to ensure the practicum requirements had been met with little discussion beyond this.

VL5's approach was similar to VLs 6 and 7. She asked at the initial meeting, "*So … what about you, what are your goals?"* ST5 replied, "*Behavioural management, just to, yeah that"*. VL5 made a few suggestions related to specific classroom management techniques without inquiring into why ST5 had set that particular goal. VL5 did not ask further questions or make any comments about the goal's appropriateness in promoting ST5's learning.

Some insight into the way this visiting lecturer (VL5) perceived her role was provided through her interaction with another student teacher at the initial meeting. In this second instance, after being asked about the goal she had set, ST10 replied: "[t]*o be a bit more concise with instructions and delivery of information to kids because I tend to waffle, a lot"*. The visiting lecturer stated: "*So being really clear in your instructions? You can use your associate teacher to observe that"*. Once again there was little follow-up discussion as to how the student teacher could plan and implement relevant strategies to meet her goal.

An example of a low quality goal typical of those written by the eight student teachers of these visiting lecturers (VLs 5, 6 and 7) was demonstrated during an initial meeting with VL5. ST14 stated:

> *It's been really good because one of the goals that I have for this practicum was to see more of the arts, and this concert has got everything – the band, dance, dramatic stuff and singing. So I've basically fulfilled my goal right there.*
>
> VL5 responded*: "Exactly right"*.

ST14 was indicative of a student teacher who had little direction from the visiting lecturer on goal setting and there appeared to be, from both the visiting lecturer and student teacher, a lack of understanding of the importance of setting high quality goals for learning progress.

The eight student teachers who wrote low quality goals could not effectively explain their rationale for their goal. ST9 reported in her goal statement: "*I want to be able to cater for the learning to the general level of the students and avoid teaching at a level either too hard or too easy"*. ST18 wrote: "[t]*o become proficient in carrying out running record assessments with students*". VL6 had little discussion or gave little guidance on the quality of the goals or the reasoning and relevance behind the choice for either of these two student teachers. The goals set by the eight student teachers were often very easy for them to achieve, there was little awareness on the part of the student teachers of the strategies to utilise to achieve the goals and there was little challenge associated with the goal-setting process.

There were two instances when the associate teacher took more responsibility for improving a student teacher's low quality goal than the visiting lecturer. One example was ST11 who wrote as her goal: "[t]*o be reflective in my teaching"* with the rationale being "*Reflecting on what could be encourages improvement*". This was not a challenging or specific goal, and one which had not been checked by the visiting lecturer at the initial meeting. AT6

commented in the triadic/professional discussion that the student teacher came to practicum with this goal and through a discussion at the beginning of practicum they (the AT and ST) changed it more specifically to the aspects of teaching and learning the student teacher was going to reflect on, how they (the AT and ST) would evaluate changes and improvements and how they would know the goal was achieved. The associate teacher and student teacher wrote a specific weekly plan together outlining how the student teacher could achieve and evaluate the goal.

Monitoring and Evaluating Goals during Practicum

For the purposes of this study the effective monitoring and evaluating of goals during practicum (see Table 5.2) was defined as: encouraging student teachers to be proactive in monitoring their own goals; and student teachers were encouraged to evaluate and critically reflect on goal progress throughout practicum.

Table 5.2

Monitoring and Evaluating Goals During Practicum

	VL1 ST1	**VL1 ST12**	**VL1 ST13**	**VL2 ST2**	**VL2 ST8**	**VL3 ST7**	**VL3 ST16**	**VL4 ST4**	**VL4 ST6**	**VL4 ST15**	**VL5 ST5**	**VL5 ST10**	**VL5 ST14**	**VL6 ST9**	**VL6 ST17**	**VL6 ST18**	**VL7 ST3**	**VL7 ST11**
Student teachers were encouraged to be proactive in monitoring their own goals	√	√	√	√	√	√	√	√	√	√	×	×	×	×		×	×	
Student teachers were encouraged to evaluate and critically reflect on goal progress throughout practicum	√	√	√	√	√	√	√	√	√	√								

Typically, the four visiting lecturers (VL1, 2, 3, 4) who worked with their 10 student teachers on the initial setting and checking the quality of the goals in the first week of practicum, also asked the student teachers to email their goals to them and to email an evaluation of their progress in relation to their goals in weeks two, three and four. VL2 was one visiting lecturer who spent time with her student teachers developing a plan of action in relation to the monitoring of goals. If the student teachers were having difficulty in managing or achieving the goals she met with them weekly, and would encourage the associate teacher to be part of the conversation working in a complementary partnership. She commented, "*We talk through where the difficulties lie, try to put in a specific week by week plan of action together on how the student teacher can work on the goals, managing and checking them as they go"*.

A process of critical reflection was also used by three visiting lecturers (VL1, 3, 4) to encourage the student teachers to be proactive about monitoring their own teaching and learning. Indicative of this process was VL4 who, by email to his student teachers, questioned, "*What do you think went well in the lesson? Why/Why not? As a result of that reflection what changes will you make to your teaching practice and goal? Why?"*

A further example of the process of critical reflection was VL3 engaging ST16 in the following conversation and drawing attention to the strategies being utilised:

> *I think that's one of the strategies that you are using automatically as part of your goal achievement without perhaps realizing how effective it is. It is this prompt questioning and drawing it from the children rather than just telling them, and that's a strength and something that is very effective, so be aware that is a strategy of yours you need to build on in the future. I am pleased you have seen that a significant driver of teaching practice, is when you are reflecting, continue this very critical reflection, so that you*

are thinking all the time, well who didn't achieve the learning outcomes today? What am I going to do about it?

Further, VL3 in her interview emphasised she encouraged the student teachers to be proactive about their practice of monitoring their goals and stated:

Our conversations are always about unpacking where the student teachers think they are at, what they think they are doing well and where they think they need to work. And that is always the basis of our conversation. So where they are at, how are they going with this, and getting them to talk through where they feel they have improved or what are the things they are focusing on that week to improve, to develop or to modify.

VL1 reported a similar process. When she met with the student teachers face to face or by email, she asked them whether they were actively monitoring and evaluating their goal progress. She specified that she asked the student teachers to create evaluative checklists and, during conversations with her, they spoke about their goal progress. She said their conversations were about "*acknowledging they were responsible for monitoring their own progress and ensuring they were 'on track' to achieve their goals, performing to the best of their ability"*.

The 10 student teachers monitored and evaluated their own learning progress in relation to their goals and were encouraged in the process by VLs 1, 2, 3, and 4. Several student teachers (*n*=3) stated in the focus group interviews that they audio- or video-recorded a number of lessons (with the focus being on their goal) over the five weeks, watched the lesson and evaluated their progress towards achieving the goals. An example was ST12 who commented, *"I found that so useful for my own learning and for areas still to be worked on"*. ST12 also made the point, "*[t]o assist with the monitoring of my own goals I asked the children in the class for feedback and then changed teaching practices accordingly"*. Similarly ST1 stated, "*I used the feedback from my visiting lecturer (VL1) and my associate teacher to make changes*

and evaluate where I was in relation to my goal and asked myself what I could do differently next time and why?" ST1 considered how changing and evaluating her goals impacted on teaching practice and the learning for the children stating, *"[f]ailing to develop my ability to be flexible in planning and executing lesson plans will leave gaps in the children's understanding of key concepts and ideas"*.

ST6 was a further example of a student teacher who monitored and regulated her own teaching and learning progress. She also 'took action' on evaluating her goals and reflected in week three of the practicum:

> *I have been breaking down and simplifying my instructions at maths time – sometimes it is difficult to keep the whole class engaged in this process. I need to develop a wider variety of methods and strategies for this. My associate teacher is giving me daily feedback through after school conversations and suggestions about where to next and my visiting lecturer (VL4) is giving me feedback via email.*

The monitoring and evaluation of the student teachers' goals was completed in detail by VLs 1, 2, 3 and 4. ST15 acknowledged, in the triadic/professional discussion, the implications of monitoring and evaluating her goals for her own practice and increasing her knowledge base:

> *Through the monitoring and checking of my goals by my visiting lecturer and associate teacher I have been able to gain a thorough understanding of how Year 8 students apply strategies within numeracy stages 6, 7 and 8. I was able to comprehend how a range of problems should be solved at these levels.*

In contrast, three visiting lecturers (VLs 5, 6, 7) who did not assist in the initial setting and checking of the quality of the goals, also did not monitor and evaluate the progress of the goals in an ongoing and detailed way during practicum. Consequently their eight student teachers had very different experiences to the other 10 student teachers. Typically VLs 5, 6 and

7 asked if the goals had been set, what they were and requested evidence at the triadic/professional discussion that goals had been met. At the triadic/professional discussion VL6 asked one student teacher to recall her progress throughout practicum in relation to her goal. The student teacher stated she had wanted to cater for different learning styles and related what she had done, *"I've tried different strategies, changed and modified a few things but was unsure about a few other things"*. VL6 had not checked the progress of the goals with the student teacher during practicum, and was simply asking for confirmation the goal had been completed. The student teacher did not seek or ask for feedback either from the visiting lecturer or associate teacher.

The eight student teachers monitored and evaluated their goal progress in a superficial manner. One example indicative of the other seven was ST9 who commented at the triadic/professional discussion, "*I now have a large bag of 'tricks' that I can call on and adapt my future practice to get the most out of a day of teaching for my students"*. ST9 made no reference to any evaluation of her goal in relation to her personal learning.

Two associate teachers in particular were more consistent and regular than the visiting lecturers in monitoring and evaluating student teacher goals during practicum. This became evident during the triadic/professional discussion when the associate teachers were able to talk with knowledge and clarity about what the student teachers had achieved. AT1 talked about one of the goals being differentiation of learning in mathematics which clearly linked back to the student teacher's paper at university. The student teacher had chosen the goal because he had identified differentiation as an area of weakness. AT1 commented, "*The student teacher has worked hard on achieving his goal because he changed his assessment practices to formatively assessing the children through observation and dialogue with them when teaching"* and added *"… after discussion with me he changed his teaching practice again if*

necessary". In this instance, VL7 simply asked the associate teacher and student teacher at the triadic/professional discussion for confirmation the goal had been achieved.

Another associate teacher also talked knowledgeably about the student teacher's goals during the triadic/professional discussion. The student teacher wanted to differentiate her mathematics teaching because in previous practicums she had not organised four groups at one time and her goal was to successfully manage resources, teaching and assessment. She noted, "*She has trialled different teaching strategies – she observed me teaching then she changed and modified the strategies to suit her own style of pedagogy – I gave her regular feedback and she modified her teaching again"*.

Some student teachers reported at the focus group interviews that they wanted more consistency from both their visiting lecturers and associate teachers in the monitoring and evaluating of goals. Student teachers reported that practices varied according to the individual visiting lecturers. One student teacher voiced concern, "*[i]t is evident that everyone has had different experiences and different expectations"*. VL1, 2, 3 and 4 checked and monitored goals through conversations, written feedback and emails while VL5, 6 and 7 did not. This discussion led student teachers in the focus group to ask the question, "*Do all visiting lecturers and associate teachers know about the importance of monitoring and evaluating goals during practicum?"*

Feedback on Goals

For the purposes of this study constructive feedback (see Table 5.3) was defined as having the following criteria: being regular (throughout practicum); was focused on the goal; feedback from the visiting lecturer supported student teachers to 'take action' and a change in practice and feedback helped identify 'next steps' in learning.

Table 5.3

Constructive Feedback Criteria

	VL1 ST1	**VL1 ST12**	**VL1 ST13**	**VL2 ST2**	**VL2 ST8**	**VL3 ST7**	**VL3 ST16**	**VL4 ST4**	**VL4 ST6**	**VL4 ST15**	**VL5 ST5**	**VL5 ST10**	**VL5 ST14**	**VL6 ST9**	**VL6 ST17**	**VL6 ST18**	**VL7 ST3**	**VL7 ST11**
Being regular (throughout practicum)	√	√	√	√	√	√	√	√	√	√	Only at triadic	Only at triadic	Only at triadic	Only at triadic	Only at triadic	Only at triadic	Stated feedback from AT more important	Only at triadic
Feedback focussed on the goal	√	√	√	√	√	√	√	√	√	√								
Feedback encouraged change in practice	√	√	√	√	√	√	√	√	√	√								
Feedback encouraged 'next steps' in learning	√	√	√	√	√	√	√	√	√	√								

The same four visiting lecturers (VLs 1, 2, 3 and 4) who monitored and evaluated the progress of the 10 student teachers also gave them constructive, regular feedback on their goals throughout the practicum. The feedback was sometimes verbal given at the initial meetings, informal meetings and triadic/professional discussions but also consisted of written feedback in informal notes and email communication. The feedback from the visiting lecturers also related to the development of self-regulatory strategies rather than focussed on the task or the self. Constructive feedback from visiting lecturers on the appropriateness and progress of their goals was important to the student teachers. The student teachers in the focus group interviews were very clear about their expectations. ST12 reported, "*My visiting lecturer* [VL1] *knew what my goals were. She also observed me when I was teaching to see what I was doing to achieve my goals and gave me feedback*". Likewise ST4 commented, "*I found my visiting lecturer* [VL4] *really valuable in terms of feedback on my goals. He helped me to be quite specific with the goals so that I could actually work on them"*. ST4 added, "*The visiting lecturer made me question myself on the progress of my goal and what I had learnt"*. VL4 directed this student teacher through feedback to some readings on classroom management which the student teacher read and tried in the classroom. She said "*… some worked and some didn't but I thought it was really interesting for my own learning"*.

VL2 was an example of a visiting lecturer who gave very specific feedback to the student teacher (ST2) in the triadic/professional discussion.

> *Right from the outset I thought your planning in maths was outstanding. I thought it was incredibly thorough and for someone at your stage of development you showed a really clear understanding of the progression of sequencing. I know you felt like you were struggling with the goal and it was about building content knowledge but actually you took away that statistics unit and you sifted through the content, put it into a logical sequence and your reflections clearly show that you are thinking about what didn't go*

well, how you could improve it and in your subsequent planning you're picking up on that.

VL2 commented in her interview that, if the goals were too easy to achieve, they were clearly "*less effective and less motivating than challenging goals and required little feedback"*.

VLs 1, 3 and 4 described similar processes to VL2 by emphasising through feedback and discussions with student teachers the importance of reflection and asking questions of themselves and their teaching practice. The visiting lecturers were asking the student teachers to self-monitor their progress through the generation of internal feedback. VL3 reiterated with her student teachers, "*If things are going really well analyze why and if things are not going well consider what happened and what could you have done differently"*.

Further, VL3 asked the student teachers to keep going back to their goals and monitor their own progress. She commented in her interview:

Feedback on the goals should lead to student teachers self-regulating their own learning and monitoring their own progress. It's asking them to think about their goals and considering – how am I going with that, what were my successes, what were my challenges, I need to do more of this.

Conversely VLs 5, 6 and 7 gave feedback to eight student teachers which was inconsistent and covered only surface features of their goals. Consequently the feedback provided to the student teachers was variable and inconsistent.

Indicative of the visiting lecturers who provided superficial feedback, which required little reflection and monitoring of progress by student teachers, was VL5 who, in written feedback notes, stated, "*Use these positive behaviour strategies 'I like the way you are … keep looking for compliant behaviour'. Positives – for example – thank you"*. Behaviour management was the goal for this particular student teacher. Similarly, VL6 in written feedback

notes wrote, *"Completed pre-practicum task and set goal for development during practicum. Written statement about key beliefs and what it means to be a teacher"*.

At the focus group interviews three student teachers talked about wanting more constructive feedback related to their teaching practice. One example indicative of these three student teachers was ST10 who commented: *"I felt what my visiting lecturer said was a bit fluffy, she said that will take practice! I know that. I wanted something more concrete then I could do something more specific"*. Another student teacher spoke specifically about their associate teacher's feedback on their goals as being more valuable than the visiting lecturer's feedback. ST3 commented, *"My associate teacher is with me all the time and can give immediate feedback and it is real time feedback and you can do something with it immediately"*.

There were also a number of associate teachers who, along with the effective visiting lecturers, wrote pertinent comments about student teachers in written feedback. This particular feedback was an important part of student teachers self-regulating and monitoring their own learning. One example was AT6, who wrote, "… *has articulated her goals and has requested feedback from me. She has used some strategies to address issues related to children who rush work and has differentiated her teaching programme to accommodate differing learning styles and achievement"*.

Achievement of Goals

The 18 student teachers in the study were required to present evidence to the visiting lecturers and associate teachers at the triadic/professional discussions on how they believed they had achieved their personal goals. The evidence related to teaching observations of the student teacher by the visiting lecturer, conversations which evolved from discussions, and where the student teacher provided written evidence and evaluations of their teaching and learning progress in lesson plans and reflections. The same four visiting lecturers (VLs 1, 2, 3

and 4) asked for a range of evidence on achievement of goals from the 10 student teachers. Indicative of this was VL1 who had the following conversation with ST1:

> *I want you to tell us now what are the things that you have done in your goal that indicate you have a really good understanding of how important assessment for learning is, and learning for learning is and the role that you play in it. What are some of the things that you have done that really demonstrate the importance of planning and where assessment fits in?*

VL1 had discussed the goals at the initial meeting with the student teacher, who had then emailed her goals to the visiting lecturer on a regular basis for feedback and was asked specifically to evaluate how she had achieved her goals. VL1 reported in her interview that she encouraged the student teachers to take risks in goal setting and achievement of goals. She stated, "*I believe that risk is an important part of student teachers' teaching and learning. If they only ever do things safely then they're never going to learn anything and never actually make any difference in their teaching"*.

Similarly, VL3 described how she encouraged during the triadic/professional discussion an evaluation by the student teachers on the achievement of their goals, thus identifying strengths and weaknesses:

> *I'm really looking for a student teacher's ability to critically reflect on their teaching and rather than just saying it went 'well, the children liked it and I'm saying well I'm really pleased they liked it.' That was nice but did they learn anything and how do you know they've learnt and what evidence have you got to show that they've achieved the learning outcomes that you have for them?*

By writing high quality goals at the beginning of practicum student teachers had a real sense of success evidenced by student teacher ST4 when she wrote an evaluation on the achievement of her goal and discussed it at the triadic/professional discussion:

I have learnt different types of questioning that can be used such as literal, reorganisation, inference and reaction questions. I have found sometimes I can't cover all areas and I need to use questions that generate deeper discussion amongst students to support their learning. I want to focus on giving more constructive feedback in future not superficial stuff that students won't learn from. This has been a most rewarding process for me and the children.

VL2, AT4 and ST2 were an example of the three parties working together in a complementary partnership, successfully discussing the achievement of goals. ST2 started the discussion by stating that he could see his advancement in the planning of maths. He acknowledged he had made huge progress and AT4 had guided him giving feedback and suggestions. ST2 commented he now recognised the importance of a clear structure and planning steps. VL2 acknowledged the guidance the student teacher had been given from AT4 and stated:

You could notice from the beginning to the end of practicum that the logical sequence in your planning and the kind of steps and the detail are different or they're better than at the beginning so that's great. Planning is a very personal thing so you will continue to refine that.

AT4 commented that, after the observed lessons she and ST2 had discussions related to his goals and she had asked the student teacher to pick up the tempo of his lessons and put that into his planning. The two of them had talked about ST2's ability to reflect and in doing so monitor progress and 'take action' accordingly. VL2 contributed:

I've been really impressed with your reflection. I think it's one of your strengths. You are very reflective on the advice you get and in terms of the kind of meetings that we've had, you've always come to me with particular things that you've wanted to work on or that you're concerned about.

The three parties worked together successfully on the setting and monitoring of the goals. ST2 had received regular feedback from both VL2 and AT4 and as a consequence reflected, monitored and evaluated his own progress successfully and achieved his goal.

Contrastingly, three visiting lecturers (VLs 5, 6 and 7) simply asked for confirmation from the associate teacher and student teacher at the triadic/professional discussion that the goals had been achieved. They did not ask for any reflection or evaluation on goal progress throughout practicum or evidence supporting the goal achievement. The following conversation was indicative.

VL5: *"What was your other goal?"*

ST 14: *"The other goal was marking"*.

VL5: *"Yes marking books. How did that go in a junior classroom? Really interesting"*.

ST14: *"It was hard"*.

Emergent New Goals

The process of choosing student teachers' future goals arose out of discussions between the visiting lecturer, associate teacher and student teacher at the triadic/professional discussion. The goals chosen by the three parties related to curriculum or disposition and arose from classroom observations, informal or formal discussions, reflections, verbal and written feedback from the visiting lecturer and associate teacher or the student teachers' own awareness and reflections of their 'next steps' of learning. In the current research study there were no differences in the way the selection of emergent goals was carried out by the seven visiting lecturers during the triadic/professional discussions.

VL2 explained her method:

Usually when I record my notes, I record in two columns, so that student teachers have all the positives on one side and then I'll have a column down the right hand side which actually documents the aspects of their practice that we think they might need to attend

to, or they may need to focus on and how they could achieve them. These aspects they might shape their emergent goals around.

In only one instance a student teacher was challenged on her emergent goal. VL1 asked the student teacher during the triadic/professional discussion what she thought her goals and 'next steps' might be. The student teacher said "*planning*".

VL1 replied:

In terms of your actual planning I don't think I see that as a 'next step' for you because I think you've actually got that nailed. If anything it might be reducing it. [She continued with her own input]. *My suggestion would be to start looking at monitoring and tracking systems for yourself in terms of assessment and how you might translate some of that assessment data into something that's useable … that's not time consuming and it's manageable because that formative stuff is quite a strength for you.*

Summary

In this chapter the use and importance of goals to support student teacher learning and the role of the visiting lecturer was discussed. While documentation highlighted the importance of goal setting and was a set requirement for student teachers on practicum, there was no explicit role defined in practicum briefs for the visiting lecturers. As a consequence there was considerable variability in the way the role was interpreted and practised by the seven visiting lecturers involved in this study. Across both programmes (Graduate Diploma in Teaching (Primary) and the Bachelor of Education (Teaching) four visiting lecturers (VLs 1, 2, 3 and 4) engaged and interpreted their role in an effective manner. These four visiting lecturers supported the student teachers in the initial goal-setting process by checking the quality of the goals, helped identify appropriate strategies to help achieve the goals and encouraged on-going reflection of progress. Consequently, at practicum completion, the 10 student teachers were

aware, through the guidance and support of their visiting lecturers, what constituted a successful performance in order to achieve high quality goals.

In contrast, three visiting lecturers (VLs 5, 6 and 7) had little involvement in the setting and quality of the goals (only to affirm that they had been set) and did not monitor and give feedback on goals during practicum but confirmed the successful completion of the goals at the triadic/professional discussion. As a consequence the eight student teachers received little monitoring and feedback from their visiting lecturers throughout practicum and the quality of their goal setting was reflective of this practice. Subsequently, the variations in the practices of the seven visiting lecturers in the study led to inconsistencies and different learning experiences for the 18 student teachers in the research study.

Chapter Six

Improving Pedagogical Practice

This chapter presents the findings related to the research question, "How does the visiting lecturer support and improve pedagogical practice for student teachers on practicum?" For the purposes of this chapter the following learning outcomes are discussed for the Graduate Diploma in Teaching (Primary) student teachers: "Demonstrate effective planning, assessment, organization and management practices that are responsive to children's learning" and "Articulate and justify a personal philosophy of teaching that is congruent with theory, research and practice" (University of Auckland Faculty of Education, 2012b, pp. 11-12). In the Bachelor of Education (Teaching) the following learning outcome "Demonstrates effective pedagogical practice that is informed by theory, research and evidence and optimises children's learning" (University of Auckland Faculty of Education, 2012a, p. 5).

Three visiting lecturers (VLs 1, 2, 3) who were highly effective in supporting student teacher learning through the setting, monitoring and evaluating of learning goals, were also very effective in supporting student teachers through the improvement of pedagogical practice and critical reflection. There was, however, a difference with VL4 who was effective in supporting student teachers in the promotion of learning goals, but less effective in the improvement of pedagogical practice and critical reflection. The reverse situation applied to VL6 who was less effective in the setting and monitoring of goals but very effective in supporting and promoting pedagogical practice with student teachers. These variations in practices and their impact on student teacher learning are described in the following sections: supporting student teachers' knowledge bases; supporting student teachers' reflective skills; and supporting the development of a personal philosophy of teaching.

The analysis uses a wide range of data sources including initial meetings between visiting lecturers and student teachers; email communications; meetings between visiting

lecturers, associate teachers and student teachers in triadic/professional discussions; written documents; individual interviews of visiting lecturers and student teacher focus group interviews. Specific details regarding these sources of data and how the data were collected were discussed in Chapter Four.

Supporting student teachers' knowledge bases

An important part of the requirements of practicum for student teachers is to demonstrate effective pedagogical practice informed by theory, research and evidence that optimises children's learning. The visiting lecturer has the opportunity to assist the student teacher by drawing on their own content knowledge and pedagogical content knowledge to contribute to conversations and discussions, supporting and encouraging student teachers' self-regulated learning and the understanding and application of that knowledge to their teaching.

The following table (see Table 6.1) explains how the seven visiting lecturers engaged student teachers in discussions relating to different knowledge bases.

Table 6.1

Engaging Student Teachers in In-depth Discussions Relating to Different Knowledge Bases.

	VL1			**VL2**		**VL3**		**VL4**			**VL5**			**VL6**			**VL7**	
	ST1	**ST12**	**ST13**	**ST2**	**ST8**	**ST7**	**ST16**	**ST4**	**ST6**	**ST15**	**ST5**	**ST10**	**ST14**	**ST9**	**ST17**	**ST18**	**ST3**	**ST11**
VLs draw on their own knowledge of curriculum content knowledge and pedagogical content knowledge to identify gaps in ST's learning	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	×
VLs are able to make clear theory/practice links with STs	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	×
VLs draw on own classroom teaching experience to underpin the triadic/professional discussion	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	×

Engaging student teachers in in-depth discussions relating to knowledge bases. The four visiting lecturers (VLs 1, 2, 3 and 6) who were more effective than the others in this aspect of their practice, explained how they supported their 10 student teachers, and clarified their underpinning beliefs about learning and teaching and their role as a visiting lecturer.

VL2 explained in her interview about the importance of a visiting lecturer's own knowledge in supporting student teacher learning. When asked what kind of specific knowledge she believed a visiting lecturer needed in order to promote student teacher learning, VL2 stated:

> *Strong content knowledge around the different curriculum areas you are going to be observing, strong pedagogical content knowledge about appropriate ways of teaching. Strong assessment knowledge about identifying how student teachers are monitoring children's learning and making sure that they are achieving learning outcomes. I think those are really critical and being able to make really clear links of theory to practice and seeing how student teachers are able to make those links for themselves.*

As can be seen in the following exchange between VL2 and ST2, VL2 drew on her own assessment expertise, content knowledge and knowledge of learners:

> VL2*: I noticed that, you know, recognise and respond and you are following up in your planning and considering how you could differentiate your learning experiences and cater for all children's learning and interests. It is very difficult to do and something you need to continually develop expertise in, meeting the learning needs of each child.*
>
> ST2: *When I first started looking at assessments in maths I almost saw them as concrete, grouping the like together, then I realised it is almost free flowing with children constantly being shuffled.*
>
> VL2: *It is true in formative assessment you are responding to children's learning needs as you see them and grouping according to those needs. A big problem is that groups*

become static and children pigeon holed and they become what their teachers expect. So fluidity and responding to learning is really important.

VL2 was able to draw on the knowledge she used to teach an assessment paper at university, and reiterated that it was important as a visiting lecturer to be able to have dialogue with the student teachers about assessment. This included drawing on her assessment knowledge, being able to critique student teachers and their teaching practice, and giving feedback on factors which make a difference to children's learning. From her perspective, integrating the assessment-related theory student teachers talk about and learn at university, and making meaningful connections between theory and practice as a way of improving and strengthening student teacher learning, was important.

VL3, in her interview, commented that often student teachers have the equivalent of a script, because they do not have enough content knowledge and understanding of where children should be in their learning and what the next steps should be. VL3 believed that student teachers needed a deep understanding of how children learn, enriched by theoretical knowledge and practice. She described how she guided and supported student teachers, by offering suggestions and giving feedback regarding appropriate resources that would assist in their learning, and her justification for doing so:

I will suggest that they use things like the Assessment Resource Banks [ARBs] *which give them sort of annotated ideas about what the level below is, above is and what the specific level is about and really encourage them to extend their content knowledge. That content knowledge to me often seems to be the biggest gap for them.*

VL3 gave the following feedback in the triadic/professional discussion to ST16:

One thing I noticed and saw you doing in the classroom was that you tried to make significant links between learning theory and your teaching, how it was working in practice and having that underpinning theory. You are considering why things work or

not and why you are teaching in particular ways. As you reflect on your practice try to apply your practicum experience to those theoretical frameworks that you introduced. Can you see how the theory underpins strong practice?

ST16: *Yes especially with the noticing, recognising and responding I have used in my teaching – we've just done an assessment paper at university and that has been really helpful in my practice.*

VL3 wrote in ST 16's feedback notes, " *It is pleasing to see you considering who did not learn what you intended to teach them, and effectively bridging the learning gaps*".

VL1 was another visiting lecturer who used her own knowledge and expertise to question ST12 about her content knowledge in assessment. She queried, "*I want you to explain what you have done to demonstrate a good understanding of the importance of assessment for learning, learning for learning and your role in assessment and children's learning"*.

ST12: *I think my assessments initially were quite superficial, teacher observation and marking … now I get the children to not just self-assess but I look for patterns in their learning and I recognise that some children do not need to be doing the same questions over and over as they 'have it' and are not being extended by repetition.*

In the student teacher focus group interview ST12 commented about the depth of questioning used by VL1 to "…*reaffirm what I was talking about and she could get more out of me and get me to explain my own knowledge"*. She stated it was an opportunity to consider and adapt her own practice, and to make any necessary changes.

VL1 was an example of a visiting lecturer who invited and asked the associate teachers to comment specifically about the content and pedagogical content knowledge of their student teacher, and contribute in a complementary way to the triadic/professional discussion. AT2 spoke about ST13's content knowledge in the discussion:

What I have noticed over the last couple of weeks is a growing knowledge when it comes to pedagogy and content. [ST13] *has a really strong base of knowledge and it's clear to me that she has thought about what she needs to learn and her own content knowledge is strong, and she brings that to her teaching.*

She continued:

I think deep learning and thinking went on during that particular writing lesson we just observed. My expectation is that you will get a lot of high quality writing out of that. So I think that the literacy stuff (given that it was something that [ST13] *found quite daunting to begin with) has gone extremely well.*

In different ways the same four visiting lecturers (VLs 1, 2, 3 and 6) were able to draw on their own classroom teaching experience and explicit beliefs about learning to underpin their triadic/professional discussions.

In a triadic/professional discussion with VL6, ST 9 clarified her beliefs about managing the learning of the children and linking to her knowledge of learners and learning in the classroom:

I always felt that the classroom needed to be quiet for children to learn … but it's not the case. When I listened children were actually talking about the task they were doing and working collaboratively together. So I have realised that they don't have to be silent to learn.

VL6: *You are now clearly linking your teaching to the social constructivist theory that children learn with and from their peers.*

ST9 continued to explain how she had demonstrated effective pedagogical practice that optimised children's learning. One example she used was based on observations of the children and their learning and noticing, recognising and responding to that learning in her planning. She described a variety of teaching approaches – groups, whole class, visual and 'hands on'

learning practices. In the triadic/professional discussion, VL6 used her own teaching experience and content pedagogical knowledge to elaborate on aspects of the student teacher's teaching performance that optimised children's learning effectively. VL6 also tried to prompt a rationale and justification from ST9 to explain her practice:

> *I liked the way you are developing excellent questioning skills, drawing on children's ideas, the predictions about the book … encouraging them to respond. I thought it was also good the way that you got them to read out loud, even though they weren't reading together, you could put your finger on who wasn't doing it and what was happening. So that was going really well. I wondered if at the end you could have asked the children was the book what they imagined it would be at the start,why/why not, what could have been different?*
>
> ST9*: I was trying to keep them all in time to read together, but you know sometimes that's not very fair. Some of them do read faster than others, and others read slower. So I just took a little piece at the time and listened to each student and you know I was pleased with that. They were all focussed.*

When interviewed, VL6 described her discussions with student teachers about how she would teach reading, and her explicit beliefs about learning:

> *If I was teaching decoding I would give the children a chance to read some paragraphs, to practice it and then to actually read with expression and then we would have some criteria, give feedback on, just the pacing, with clarity of the words. But if the focus is on reading for understanding, I don't want to go round robin reading. I would expect them to read silently and believe then for the children to come up with a question it has to be answered in that particular paragraph.*

In the student teacher focus group interview, ST9 commented specifically on VL6 by stating she identified for her specific aspects of practice requiring further development:

ST9*: I think for me a visiting lecturer should have knowledge of different kinds of pedagogy and be able to see what we're doing when they're observing us, teaching and guiding us. Sometimes I don't really know what I'm doing and the visiting lecturer can see that and give feedback. Visiting lecturers should have teaching experience and background knowledge about content and pedagogy.*

Superficial engagement with student teachers relating to knowledge bases. In contrast to VLs 1, 2, 3 and 6, it was evident that VLs 4, 5 and 7 did not draw upon or talk about specific content knowledge or pedagogical content knowledge with their eight student teachers during initial meetings and triadic/professional discussions. It appeared from the meetings these lecturers prioritised other knowledge, usually management of behaviour in the classroom and this emphasis and belief in its importance was evident during their discussions. VLs 4, 5 and 7 also stated in their interviews that they considered the checking and completion of practicum requirements and learning outcomes was their primary role, and a priority in discussions with student teachers.

VL7 had the following conversation (in relation to the required learning outcome) about children's learning with ST11 at the triadic/professional discussion:

VL7: *Did you tailor your teaching specifically to certain children?*

*S*T11*: To an extent, some kids were away on extended holidays so I had to catch them up in maths for example, so I did a one-on-one session with them.*

VL7*: So it sounds like we are going to put ticks in that learning outcome box?*

It was evident there was some discrepancy between articulated practice and actual practice from both VL5 and VL7. In her interview, VL7 had reported she wanted clarification from student teachers in the triadic/professional discussion that they were ready to take on the role and responsibility of a teacher. She stated student teachers must have sufficient content knowledge within each curriculum area to be able to "…*drive a teaching programme that is*

about extending all children's learning". However during the triadic/professional discussions there was minimal evidence of VL7 engaging in conversations with student teachers which related to their content and pedagogical content knowledge bases and knowledge of learners and learning. There was a superficial discussion centred around the 'ticking off' of learning outcomes and completion of practicum requirements. VL7 confirmed when asked, the belief that her role as visiting lecturer was as an advocate for student teachers' practice, and she was the person who checked student teachers had met all the learning outcomes. For those reasons she supported "…*going through the learning outcomes one by one*" during triadic/professional discussions.

There were lost opportunities by VLs 4, 5 and 7 to promote learning about relevant knowledge bases with the student teachers. An example was at the initial meeting with STs 5, 10 and 14 when VL5 asked ST14 about the content he was going to teach during practicum:

> ST14*: I'm doing science but the science we are doing is meant to be about weather, but they were talking about growing beans and caterpillars and all that stuff, and I was like, I don't really understand how that correlates to weather?*
>
> VL5: *Maybe it connects with weather – grows well if the weather is right.*
>
> ST14*: I couldn't see the connection myself, it is science and it is construction, so you can certainly put a bean in, you know all that sort of carry on, but I don't see how it's linking to this overriding topic of weather that we've got.*
>
> VL5*: So you could find some resources and stuff like that?*

VL5's discussion with ST14 was at a superficial level with a lack of probing, in-depth questions to support and assist ST14's understanding of the science topic 'weather' and application of that knowledge in learning and teaching.

In another triadic/professional discussion with ST5, VL5 asked, "*How did you find the inquiry process?"*

ST5*: It was good, we were giving the children feedback, what they thought of science, what it means to them.*

VL5: *How did you find the content? Good?*

ST5: *Yeah, good.*

VL5: *The children have come to conclusions or scientific understandings?*

ST5*: I tried to make predictions and take notes … would have loved to have done more, but no time.*

When interviewed, VL5 outlined what she was looking for in her discussions with student teachers commenting, *"I'm looking for their knowledge of the content that they're teaching, that they can explain it well"*. In the summing up of the feedback notes to ST5, rather than comments on specific content knowledge related to science, there was noticeably a focus on behaviour management strategies. VL5 wrote, "*Work on positives, thanking compliant behaviour, management strategy I suggested, try not to use 'yip' try pair/share in class discussions … Your content is fine, your programme well planned – just need to bring it to life in a positive way*".

There was one occasion during the triadic/professional discussion when VL4 started to engage ST15 in a conversation about assessment knowledge. However, there was no follow-through with ST15 on her assessment practice, and in particular in-depth questioning, challenging and probing the use of success criteria. VL4 asked ST15:

VL4: *What about developing your assessment, how did you manage that?*

ST15: *We had learning intentions for everything and the reading and maths groups were sorted from previous tests.*

VL4: *Have you done some assessments?*

ST15: *I've watched my associate teacher do them. We did have lectures on them at university. But it is good to actually see it in action … and I can see the difficulties*

teachers have in trying to do them and manage a whole class at the same time. So things like writing, I learnt about having success criteria. I haven't come across that before, so it's quite a good way to see if the children could achieve what you had intended for them to achieve in that lesson and if they hadn't you can look for that the following day, how can I change it, how can I do it differently, that sort of thing.

VL4: *Excellent. And management was your other concern?*

The discussion about assessment knowledge stopped at this point and the discussion moved to behaviour management strategies. It was a missed opportunity by the visiting lecturer to engage ST15 in a discussion about her developing knowledge in relation to assessment and specifically success criteria, and how their particular use optimises children's learning.

Supporting Student Teachers' Reflective Skills

The following table (see Table 6.2) explains how visiting lecturers promoted student teacher self-reflection to develop self-regulated learning.

Table 6.2

Promoting Student Teacher Self-Reflection to Develop Self-Regulated Learning

	VL1			**VL2**		**VL3**		**VL4**			**VL5**			**VL6**			**VL7**	
	ST1	**ST12**	**ST13**	**ST2**	**ST8**	**ST7**	**ST16**	**ST4**	**ST6**	**ST15**	**ST5**	**ST10**	**ST14**	**ST9**	**ST17**	**ST18**	**ST3**	**ST11**
VLs encourage STs to become more self-regulated learners	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	× (AT was more aware)
VLs encourage STs to adapt and change their practice as a result of reflection	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	× (AT was more aware
VLs support STs in risk taking and being more innovative in their teaching	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√	×	×

Engaging student teachers in in-depth discussions which promote reflection. The same four visiting lecturers (VLs 1, 2, 3 and 6) were (as with discussions about knowledge bases) consistent in their promotion of self-regulated learning and reflection with student teachers at their initial meetings, interviews and triadic/professional discussions. The key strategies used by these visiting lecturers were to ask questions about what student teachers had learnt on practicum, and how and why this learning had happened. These strategies promoted the development of self-regulation by encouraging student teachers to critically reflect on their progress, challenging them to think differently and probing through questioning to identify when known routines in their teaching were not working, and change and adapt if necessary. There was as a consequence (with support from the visiting lecturers) evidence the 10 student teachers visited by VLs 1, 2, 3 and 6 were developing the ability to monitor and regulate their own learning, through a process of critical reflection. The visiting lecturers asked the student teachers during the discussions to examine the effectiveness of strategies and consider any transformation or adaptation of their learning and teaching. During the triadic/professional discussions, VLs 1, 2, 3 and 6 focussed on challenging student teachers specifically for evidence they had achieved success in demonstrating effective pedagogical practice that optimised children's learning.

VL1 talked to the student teachers at the initial meeting in the first week of practicum of her expectation that they become self-regulating and reflective in their learning. VL1 also commented that, with the acceptance of responsibility for their own learning, student teachers would need to be aware of enhanced risk taking. She said to the student teachers that risk taking and innovation in teaching was about moving into areas of teaching they had not ventured into before.

She spoke to the student teachers about being able to:

… see and reflect on your own practice and pedagogy. Look at yourselves and think what I can do that is going to make a difference in this particular learning situation. If things go wrong you can see what you need to do to adapt a lesson or to adapt some ideas to make those changes.

VL1 emailed her three student teachers (STs 1, 12 and 13) prior to practicum and before the initial meeting about the importance of critical reflection and being open-minded and listening to others' viewpoints in their teaching practice. She stated:

It is the way you handle a situation, how you confront your practice to change so children learn … it is about being open-minded and listening to views which may not coincide with your own … it is about multiple perspectives on practice.

The following interaction between VL1 and ST13 is indicative of how VL1 conducted her triadic/professional discussions focussed on reflection, feedback and learning. *"I must thank you for preparing such a well organised lesson, full of pace, energy and enthusiasm".*

ST13*: To develop that lesson and the children's learning has been an excellent learning opportunity for me … I haven't always been able to pinpoint exactly what might go next in my lesson and 'think on my feet' during teaching but I know that will come with experience. Now when I self-reflect I can start to see where I can make changes in my planning and pedagogy.*

VL1: *It is also about risk taking and in a way that is what you've displayed … taking risks in your teaching, looking at new ways of doing things, but you've also gone into much greater depth, you've used a much higher level of thinking with the children and their learning.*

ST13: *I've had some issues and some challenges … but it has been a wonderful learning experience on flexibility and having to adapt. I freaked out knowing I had to teach about*

war and poetry … I spent my holidays researching the topic and to find things suitable for younger readers which enabled them to think a little more deeply … that was the learning intention.

ST13 commented specifically about VL1 in the student teacher focus group interview. The type of feedback given by VL1 was important for enhancing the learning of student teachers, and also monitoring the effectiveness of the strategies they were utilising in their teaching. ST13 commented:

VL1 asked us to do a critical reflection about an aspect of our teaching and she gave us feedback … her feedback made me think a lot more deeply about what I was doing and why and adapt my teaching practice.

VL1 asked another of her student teachers (ST1) during the triadic/professional discussion what she considered important in her learning on practicum:

ST1: *I also need to love learning. For me that's what keeps me going. So I love having to learn about science when I'm teaching because it's an incentive to actually learn it well. But curiosity is important because if I have it then I am modelling it all the time for the children.*

VL1: *These ideas of curiosity and puzzlement, is exactly what kids love doing in learning. I mean it's that whole being curious about stuff. But I think that's one of the things that drive us, because we're curious about things. What you were saying before about when you've got to learn something yourself you have to put a lot more thinking into it, to understand it before you can actually teach it. So I think those are really important things. And also you understand what it means to learn.*

During the triadic/professional discussions, VLs 1, 2, 3 and 6 included associate teachers in the conversation and gave them the opportunity to contribute their thoughts on their

student teacher's ability to self-regulate and reflect on their own learning. Here is one example with VL1:

> AT3: [ST1] *has definitely improved in being able to sequence her lessons, while responding to children's individual learning needs. I've noted she has 'taken on' the learning concept for that day, reflected and then come with changed plans the day after.* [ST1] *now knows what to expect of the children and knows how to introduce learning intentions and activities. The children can really see that* [ST1] *is taking their ideas on board and using their language to reinforce what she is teaching.*
>
> ST1: *I think and reflect a lot more now, and perhaps this is because I am starting to develop a different style or my own style as a teacher.*

The following description by VL1 in her interview was typical of visiting lecturers VLs 1, 2, 3 and 6 where the quality of the dialogue in the triadic/professional discussion was conducive to student teachers self-regulating their own learning. VL1 spoke about the importance of visiting lecturers, student teachers and associate teachers reflecting together on a particular lesson and considering why or why not the lesson was successful. The purpose of this particular strategy was to encourage the student teachers to think deeply about their learning and teaching:

> *I think it's important that the student gets a sense of thinking about why they did something in a particular way in their teaching. It might be that they had to do it that way because that's the way the associate teacher had done it, but it might also be a situation where that student teacher has devised something really different and really interesting, and that's also about confidence and self-efficacy and having the guts to have a go at doing something that's 'out of the square'.*

The other three visiting lecturers (VLs 2, 3 and 6) described similar processes of questioning and self-reflection by stating they expected the student teachers to be able to

discuss and reflect on specific learning which had occurred during their teaching. VL3 stated in her interview that during observation lessons she focussed on specific children's learning, which related to learning intentions and outcomes:

> *I want to see a clear picture of what is it that student teachers are intending to teach and is this actually what's happening in their practice? Is there real understanding about why they've selected particular learning intentions and learning outcomes and what's the relevance of those to where the children are at in their learning and are the learning intentions appropriate? Are the student teachers finding multiple ways of providing opportunities for the children to learn and are they reflecting on that? That is what I'm looking for.*

One of the student teachers VL3 visited on practicum (ST16) reflected on her own learning progress during the practicum and observed that feedback to the children she was teaching had to have a specific learning purpose, and as a consequence children should be able to start directing their own learning. In written feedback notes to ST16, VL3 commented about that particular strategy:

> *The children were able to identify the learning intention rather than you just telling them. This was an effective strategy where you encouraged the children to work in pairs and to direct their own learning – each pair knew exactly what the focus of the lesson was … this underpins sound teaching practice and teaching children to self-regulate.*

VL2's approach was similar to VLs 1 and 3 inviting student teachers to reflect on their own learning:

> ST2: *I've become more aware through self-reflection on where I need to move in my teaching. From my previous practicum my future next steps included planning and there was huge growth in structuring lessons, appropriate learning intentions and experiences to cater for all children.*

VL2*: It is great to see you dividing planning into two columns between your actions and children's actions and the progress in planning as a result of this strategy. This is what we talked about at our meetings throughout practicum and it is also great to see your teaching skills improving through self-reflection.*

VL2 wrote in ST2's feedback notes, "*Good use of questioning and prompts to help direct, clarify and reinforce children's understanding, learning and responses. You provide positive constructive guidance with good follow-on activities to reinforce and consolidate concepts*".

VL2 asked the associate teacher at the triadic/professional discussion to comment about ST8's ability to self-reflect and adapt her pedagogy if necessary. The associate teacher affirmed:

…what was good was yes you taught it and you said that didn't go well but you were already innately reflecting on the things. I didn't have to tell you so you went away and reflected on the things that you didn't think were that good and then the next time you came back and you had fixed them, well not always fixed them but changed them so that they worked better.

Superficial reflective discussions. In contrast to VLs 1, 2, 3 and 6, the other three visiting lecturers (VLs 4, 5 and 7) did not place an emphasis on questioning and challenging student teachers in any depth to reflect on their own learning and teaching. It appeared there was, from VLs 4, 5 and 7, a more superficial discussion. This particular practice was confirmed by VL5 in her interview when she acknowledged that she believed more in "*directed conversations*" with the student teachers. She considered the role of the visiting lecturer was to give guidance as to a student teacher's progress and "*where to next?"* rather than asking the student teachers to reflect on their learning. The focal point of the discussions therefore focussed more on meeting the learning outcomes and the technical strategies of teaching.

In his interview, VL4 stated what he was looking for in the observation lessons:

That the student is fully prepared and delivering the lesson successfully. That they're managing the children, that they know the content of what they are actually teaching and that they have prepared everything that they should. That they have thought about their teaching strategies and approach, involvement and for example with the little ones, the big trend is that they tend to keep the children on the mat for far too long and I sometimes time that. There was one that was 23 minutes for new entrants. I thought 'whoa'.

At the initial meeting VL4 explained to the student teachers that he had been a teacher for a long time and enjoyed seeing student teachers who were entering the profession and got a thrill out of watching someone really "*stepping up to the mark*" and teaching the class. A key difference with VL4 in contrast to VLs 1, 2, 3 and 6 was that he did not encourage the student teachers to critically reflect on their progress, or challenge them to think differently and change their teaching practice if necessary. VL4 commenced one of his triadic/professional discussions with, "*You've taken your lesson, your reaction to it?"*

ST4: *I enjoyed the morning routine, the roll and telling the children about the days of the week and I thought the sight word songs worked quite well.*

VL4: *Yeah that was a brilliant programme wasn't it and you really got into that.*

VL4's focus in triadic/professional discussions appeared to be more on the technical strategies of the student teacher teaching. This was evident in a conversation with ST4. VL4 mentioned the chief challenge for ST4 in the practicum was management of the class, commenting "… *other things just fade into, not insignificance but into a lesser importance and that's been your number one work while you've been here"*.

Further on in the same discussion VL4 commented on a lack of assessment data on the children's progress. ST4 responded she had not done a lot of assessment even though it was part of the learning outcome:

VL4: *OK you are working on that?*

ST4: *Yes I'm working on it and I do look at handwriting every day.*

VL4: *So it's happening but it's just not recorded.*

This particular triadic/professional discussion was indicative of those VL4 facilitated with STs 4, 15 and 6 where only surface features of the student teachers' learning were considered and there was little promotion of reflection and self-regulated learning.

Some insight into the way VL5 perceived her role as a visiting lecturer was at the triadic/professional discussion with ST10. She asked ST10 to talk about her reflection:

> *My reflection was to do with maths teaching which was where I was feeling a little inadequate… that was the top maths group that I was teaching … it went okay but I'm not hugely confident with talking about the concepts, especially when I know that the kids are probably operating at a higher level of maths and I get a bit tangled up in my words and explanations … especially when I think I've over-thought things which is more of a reflection on me and on how I was performing.*

VL5 did not encourage the student teacher to deepen her reflection or suggest the taking of risks in her teaching, simply asking ST10 if she felt she had improved in her teaching of maths in the last week of practicum. ST10 responded that she probably needed to work more on particular concepts and always would, but it had improved. VL5 replied that as ST10 got to know her children more she would start to relax and congratulated her on her reflection.

VL7, as a visiting lecturer, explored only the surface features of student teacher learning during the triadic/professional discussions, and failed to probe the meaning of a student teacher's reflections and responses. When interviewed, VL7 stated she places a lot of emphasis

on folders with student teachers because she believed it was the most visible part of their responsibility and accountability as a teacher. She commented, *"If student teachers are 'hit by a bus' their advance planning needs to be available and it is the way student teachers are weighed and measured by those they work with"*. VL7 continued by saying, *"I put emphasis on the organisation of folders because it helps us look at whether student teachers are fit to practice"*.

The following discussion between VL7 and ST11 at the triadic/professional discussion was indicative of her practice:

> VL7: *When we met last time we decided it still wasn't time for a triadic but we're now right at the end of the practicum so it's time to talk our way through the learning outcomes, so let's address the stalling point last time – your folder.*
>
> ST11*: It wasn't organised and now it is and has a table of contents and all the things it is supposed to have.*

There were instances where an associate teacher was more encouraging than the visiting lecturer of a student teacher reflecting and changing their practice accordingly. One example was AT6 with ST11 who commented to VL7 that the student teacher had asked for a lot of advice and feedback when she was unsure of herself. AT6 commented:

> *I've noticed her reflecting and refining her practice and changing according to situations that develop or the responses of children or the learning that is taking place, so she's thinking on her feet which is fantastic.*

Developing a Personal Philosophy of Teaching

Typically the same four visiting lecturers (VL 1, 2, 3, 6) who worked with their 10 student teachers focusing on knowledge bases and reflection extended that dialogue and discussion to connecting with a developing philosophy of teaching. This practice contrasted with VLs 4, 5 and 7 who asked the student teachers if they had written a philosophy of teaching

at the initial meetings and triadic/professional discussions, but did not not question them further about its impact on their learning and teaching (see Table 6.3).

Table 6.3

Connections to a Philosophy of Teaching

	VL1			**VL2**		**VL3**		**VL4**			**VL5**			**VL6**			**VL7**	
	ST1	**ST12**	**ST13**	**ST2**	**ST8**	**ST7**	**ST16**	**ST4**	**ST6**	**ST15**	**ST5**	**ST10**	**ST14**	**ST9**	**ST17**	**ST18**	**ST3**	**ST11**
VLs provide STs with the opportunity to articulate and reflect on their philosophy of teaching and learning linked to theory	√	√	√	√	√	√	√	×	×	×	×	×	×	√	√	√		×

VLs 1, 2, 3 and 6 engaged the student teachers at the initial meetings, throughout practicum and at the triadic/professional discussions by asking student teachers to articulate and justify a personal philosophy of teaching which linked to theory, research and practice. These visiting lecturers asked their student teachers to think more about their learning and teaching beliefs and how these linked to their philosophy.

VL3 in the triadic/professional discussion involved ST16 in a conversation about her philosophy of teaching drawing attention to her teacher presence:

> *I think you have a definite teacher presence, which is a natural attribute of yours, your delivery, your enunciation, you really did catch the boys and hold their attention … you are really caring about them there is definitely a respect between you and the boys. Unless you have that real relationship, you know if you are not in their quality world then they're not in yours. It's very difficult to effect any change in learning. But if you do really have that sort of care and respect for each other then you certainly can.*
>
> ST6*: Bicultural practices are huge in this school as I think you have already seen. We do karakia, morning, lunchtime, all of the breaks. Fostering relationships are also really important for me. If you are going to get support, nurturing and fostering love of learning, it is important that the parents see value in what you are doing in the classroom.*

A specific practice VL2 talked about in her interview was to encourage student teachers to be proactive about developing and reflecting on their philosophy of teaching by linking to knowledge of learners, learning and content. VL2 stated that their conversations at meetings during practicum were always about unpacking where the student teachers thought "*they were at, what they thought they were doing well and what they thought they needed to work on in their philosophy"*. VL2 said she encouraged student teachers to ask questions of themselves,

their teacher presence and emerging philosophy and how that philosophy impacted on children's learning.

Likewise, VL1 talked to the student teachers at the initial meeting about being able to justify to themselves, their associate teachers and to her their emerging philosophy of teaching, and their developing beliefs about learning and teaching. VL1 wrote on ST12's feedback notes after observing her teaching:

> *Your philosophy of teaching is developing into one which is becoming responsive and adaptive to the children you are teaching. The poem you used with the class took them outside of their comfort zone and challenged them in their learning.*

VL1 commented in the triadic/professional discussion to another student teacher (ST13), "*I could see your philosophical beliefs, your emerging philosophy and how it relates strongly to your pedagogy in the lesson"*. VL1 wrote to ST13 in her feedback notes:

> *You have established yourself in the role of teacher and indicated that you have an evolving pedagogy. Your philosophy is an indicator of how you wish to teach and how you wish your children to learn. The challenge is to link this philosophy to your theories of teaching and then to your practice. You need to consider are you 'walking the talk?'*

In contrast, VLs 4, 5 and 7 did not question and ask their student teachers at the initial meetings or triadic/professional meetings to consider how they thought their philosophy of teaching was changing and adapting. At her interview, VL5 commented that she spent time at the triadic/professional discussion drawing attention to student teachers' developing philosophies, and required them to articulate and reflect on how they felt their philosophies had developed. It was not, however, apparent in the conversations between VL5 and the student teachers that they were required to reflect on their philosophies, as was evidenced in the following triadic/professional discussion.

VL5 asked ST14 if he had written his philosophy of teaching and if there was anything he might alter or affirm from his practicum experience:

ST14: *There are definitely some things that I will revisit. I've learnt a lot more about myself in this practicum than in the other ones. I've become far more confident and I kind of, I believe more in myself and my philosophy now.*

VL5: *More relaxed?*

ST14: *Yeah I think so.*

There was no further questioning or discussion about what ST14 had learnt about himself and his teaching practice, why he thought he had become more confident or how his philosophy of teaching was impacting on his own teaching and children's learning. The discussion moved on to the next learning outcome.

With another student teacher (ST10) VL5 talked to her about her philosophy of teaching. She asked ST10 if she had re-read her philosophy since she had been on practicum and how now she might confirm or adapt it. ST10 replied she would now emphasise children and their learning and their ability to think more for themselves. ST10 felt this change in her thinking helped consolidate her philosophy. Her associate teacher confirmed that ST10 had improved her questioning skills and was now promoting thinking skills with the children. However, VL5 moved the discussion on to other learning outcomes, and there was no questioning of what the student teacher had accomplished in her teaching, or strategies she had used to promote students' thinking skills through changes to her philosophy of teaching.

Likewise, VL4 talked about the student teacher's developing philosophy of teaching in the triadic/professional discussion with ST6:

I think your philosophy is great and I think you actually do mean what you say, which is really good, because some people know how to 'talk the talk', they don't know how to 'walk the walk'. And you are very reflective.

ST6 didn't respond.

VL4 in conversation with ST15 at another triadic/professional discussion stated:

VL4: *And all that fits in to your philosophy, which I read with interest. You had two or three cracks at it didn't you with the focus on communication?*

ST15: *Yes, communicating between the school and the students and the parents and the teachers.*

VL4: *So important?*

ST15: *Definitely.*

In the feedback notes to ST15, VL4 wrote, "*Your philosophy focuses on communication and you have worked hard to adjust your language to the age level."* STs 15 and 6 were not challenged further by VL4 about their philosophical beliefs about teaching or how these beliefs impacted on their own or children's learning.

Summary

This chapter discussed the role the visiting lecturer plays in supporting and improving pedagogical practice for student teachers on practicum. Across both programmes (Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) four visiting lecturers (VLs 1, 2, 3 and 6) were committed to in-depth triadic/professional discussions. The lecturers were able to explain and justify in their interviews how they facilitated triadic/professional discussions with the primary aim and focus being on supporting and enhancing student teacher learning. The visiting lecturers drew on their own knowledge and expertise to strengthen student teachers' understanding and application of content knowledge and pedagogical content knowledge in their teaching. The same four visiting lecturers were consistent in their approach with their 10 student teachers by encouraging critical reflective skills. During the triadic/professional discussions, VLs 1, 2, 3 and 6 asked their 10 student teachers to articulate and connect their philosophy of teaching to their knowledge of learners, learning, content and

pedagogical content knowledge. Consequently, through the practices of questioning, self-reflection, seeking feedback, being persistent and challenged by VLs 1, 2, 3 and 6, 10 student teachers took more control and responsibility for self-regulating their learning and teaching progress.

In contrast, three lecturers (VLs 4, 5 and 7) stated in their interviews they were committed to in-depth triadic/professional discussions with their eight student teachers. However, it was evident in the discussions there was a lack of support and guidance in providing for the development of student teachers' content and pedagogical content knowledge, and the promotion of reflective skills to become self-regulated learners. Discussing and encouraging a philosophy of teaching and connecting to student teachers' knowledge of learners, learning and content was also not apparent in the initial meetings or triadic/professional discussions facilitated by VLs 4, 5 and 7. As a consequence the eight student teachers visited by VLs 4, 5 and 7 did not receive as much direction and support in their learning and teaching during their practicum. Subsequently, the variations in the practices of the seven visiting lecturers in the study led to inconsistencies and differences in the learning experiences for the 18 student teachers.

Chapter Seven

Partnerships and Relationships to Support Student Teacher Learning

This chapter presents the findings related to the research question, "How does the visiting lecturer create and foster partnerships with schools and relationships with associate teachers to enhance student teacher learning on practicum?" In this chapter the focus shifts from the role of the visiting lecturer working with student teachers, to their work in building up and establishing partnerships with schools and associate teachers, where the specific focus is on supporting student teacher learning. A central part of the visiting lecturer role is linked to the notion of partnership and liaison between the university and the schools, and establishing and maintaining relationships with associate teachers to optimise student teacher learning. This chapter will focus on the nature of the partnership with schools and specifically the complementary relationship between the visiting lecturer and associate teacher in the triadic/professional discussion and the assessment process. While relationships between the two are important throughout practicum it is in these two areas visiting lecturers and associate teachers primarily meet together and develop learning relationships with the student teacher.

The analysis uses a range of data sources including meetings between visiting lecturers, associate teachers and student teachers in triadic/professional discussions, individual interviews with visiting lecturers, initial teacher education leaders, associate teachers and student teacher focus group interviews. The practices used and their impact on student teacher learning are described in the following themes: building partnerships with schools focussed on supporting student teacher learning; building and maintaining relationships with associate teachers in triadic/professional discussions; and building and maintaining partnerships with associate teachers through the assessment of student teachers.

Building Partnerships with Schools Focussed on Supporting Student Teacher Learning

Partnerships between universities and schools are important in ITE but it is the nature of the partnership which is crucial for student teacher learning. The visiting lecturer plays an essential role by being a liaison person and establishing a relationship with both the school and associate teacher. Through this relationship the visiting lecturer and associate teacher are able to encourage and support the student teacher in their learning with a focus on self-regulation. It is also necessary for both the visiting lecturer and associate teacher to have the necessary expertise, content and pedagogical content knowledge to support student teachers and their learning.

All seven visiting lecturers in this study described in their interviews how they perceived their role to be in building partnerships with schools. VL1 commented that the first thing she does when she arrives at a school is to visit the principal and have a conversation about the student teachers and their learning progress at that particular school. She stated that an important part of the visiting lecturer role is very much "*tied up with the concept of partnership between the university and the schools"* and reiterated the role is "*about liaison and establishing and maintaining relationships*". VL1 also remarked that what is imperative for student teacher learning is to realise the importance of the learning at both practicum and university and the "*meshing together of ideas from both sites*". She stated the visiting lecturer needs the capacity and ability in their role to make "*the relationship between the two* [university and school] *actually work"*. It was important, VL1 concluded, that the partnership with schools and associate teachers be complementary to each other, as both are "*partners in initial teacher education to support student teacher learning"*.

VL1 stressed that it was also important for visiting lecturers to be aware of what was happening in schools in relation to learning and teaching:

It keeps us current and I think we do need to keep currency in our practice. As visiting lecturers, when student teachers return to university we need to make the links between what is happening in the schools in learning and our teaching courses.

VL7 emphasised the importance of visiting lecturers "*knowing the school and having mutual respect for one another*". The notion of partnership between visiting lecturers and schools was evident when VL7 reflected on what she considered an important link between relationships and student teacher learning stating, "*I believe the building of relationships with schools is a negotiated understanding with each party. We* [the visiting lecturers] *are the lynch pin in a partnership and relationship with schools to support student teacher learning"*.

Similar to the viewpoints expressed by visiting lecturers in their interviews, the ITE programme leader and leaders from both the Graduate Diploma in Teaching (Primary) and the Bachelor of Education (Teaching) emphasised the importance of fostering and sustaining partnerships and relationships, with both schools and associate teachers. PL1 spoke of visiting lecturers building up a relationship with one practicum school and a cohort of associate teachers over a period of time as being more conducive to student teacher learning. She continued by saying the lecturers and associate teachers knew and supported one another, and the primary aim of both parties was the enhancement of student teacher learning. She spoke of the benefits for both the university and student teacher learning and of the partnership extending to "… *not just a place for student teachers to practise, but actually the engagement, growing and developing of new teachers. So the whole thing is about learning, also a greater understanding of the school context"*. PL1 continued, that a further advantage for student teachers is that both sets of knowledge are emphasised, "… *the school knowledge and the university knowledge and it is the bringing together of both that is critical in the partnership"*.

PL3 talked about the learning which developed from the partnerships between visiting lecturers, student teachers and associate teachers. One important aspect which emerged from

the research was the encouragement and support from the university and schools, for associate teachers to enter, or re-enter, postgraduate study. This learning was often reflected in general in the triadic/professional discussions and the support given to student teachers and their learning. PL3 acknowledged:

> *It's that whole evolving model of what learning is together, and I think that's exciting and it is our professional responsibility to bring new people into our profession, our qualification, our student teachers, so the importance of the partnership and relationships is paramount.*

Building and Maintaining Relationships with Associate Teachers inTriadic/Professional Discussions

All seven visiting lecturers commented about the importance of building relationships and personal connectedness with associate teachers as being particularly significant throughout practicum, and particularly so in the two specific areas of the triadic/professional discussion and the assessment of the student teacher performance. Towards the end of the practicum, the achievement of learning outcomes is assessed with input from the associate teacher, the student teacher and the visiting lecturer. This assessment is completed during the triadic/professional discussion and is facilitated by the visiting lecturer. Evidence-based consensus is sought, and student teachers are expected to take a lead role in aspect/s of the conversation and provide evidence related to how learning outcomes have been achieved (University of Auckland Faculty of Education, 2011). There are dual purposes to the triadic/professional discussion. One is to provide formative feedback to the student teachers on their teaching and learning progress from all parties, set future goals and engage the student teachers in reflective conversation. The other purpose is to complete a summative assessment. Therefore the contribution and collaboration of all parties to this conversation is particularly important, and the three-way triadic/professional discussion is a potentially effective forum for this purpose.

Conversations that promote student teacher learning. There were distinct differences between how the seven visiting lecturers facilitated their triadic/professional discussions. The first group of visiting lecturers VLs 1, 2, 3 and 6 commented in their interviews about the importance of building and maintaining relationships with associate teachers so that during the triadic/professional discussions the conversations were conducive to student teacher learning and providing both formative and a summative assessment. As discussed previously, the criteria for judging the effectiveness of both the triadic/professional discussions and the assessment process for student teacher learning were: providing relevant evidence of meeting the learning outcomes of the practicum; drawing on curriculum content and pedagogical knowledge; making links between theory and practice; setting of future goals and encouraging student teachers to adapt and change their practice as a result of reflection and feedback.

In the triadic/professional discussions facilitated by VLs 1, 2, 3 and 6 all of the three parties (visiting lecturer, associate teacher and student teacher) were included in the conversation, and the visiting lecturer focussed on the contributions associate teachers made in supporting and evaluating student teacher learning. VL6 acknowledged her own role specifically as:

> *… more as the facilitator so the associate and the student (teacher) have their chance to lead discussions and talk about their learning, because it is all about the student and you know if we buy into the idea that students* [teachers] *are our professional colleagues we need to be seen as facilitating discussions that way.*

VL6 also made the point, "*…you've got to make decisions, support the student teacher and their learning but also support the associate teacher… so it's a balancing act*". VL2 said her triadic/professional discussions related to "*… talking about things which impact on student teacher learning and practice and the associate does the same*". VL1 commented, "*I try to let*

the student [teacher] *and the associate have their time to talk about the progress they've made, how they've met the learning outcomes rather than me run* [sic] *the whole show and say everything*".

These four visiting lecturers (VLs 1, 2, 3 and 6) conducted in-depth, complementary triadic/professional discussions with associate teachers and student teachers, with input from the three parties, but with different styles of facilitation. VL3 started the triadic/professional discussion by saying:

> *We are going to go through the triadic and* [ST7] *you have four learning outcomes that you need to demonstrate you have achieved. Would you like to start off by talking us through each of these learning outcomes and then your associate teacher and I can contribute to the discussion?*
>
> The conversation continued later on:
>
> VL3: *I can see quite a development in your planning from my previous visit.*
>
> ST7: *All the learning intentions for my planning came from the test that we took and it was really cool that* [AT10] *and I did that together, so I was able to see the whole process and we were able to group learning intentions together and decide what we actually wanted to work on.*
>
> AT10: *Well actually you came up with the learning intentions, because you had noticed while you were testing the children that they had similar learning needs. So I said okay can we address that?* [ST7] *suggested shared book, because shared book is where we've got all the children at one time together. We looked at grammar and punctuation – the children weren't doing that well. So we then broke off into learning groups.*
>
> VL3: *And it's very good to have a learning intention for your shared book. There should be* [a] *specific teaching purpose.*

VL3 focussed on valuing the input of the associate teacher, and encouraging the associate teacher to contribute to the discussion with their expertise and knowledge.

The four visiting lecturers (VLs 1, 2, 3 and 6) drew the associate teachers into the conversation in differing ways by either asking them directly for examples of student teacher learning, providing evidence from their observations of watching student teachers teaching, or inviting associate teachers to suggest future learning goals for the student teacher. In the following conversation, VL1 asked for AT2's feedback on ST13's progress in her practicum, and what particular learning goals ST13 could focus on in the future as well as reinforcing and supporting AT2's suggestions:

VL1: *What would you suggest are the things that* [ST13] *still needs to work on?*

AT2: *Planning probably. There's been a lot of changing over the last couple of years in the way that we plan and that's directly resulting from the kind of shift in pedagogy to negotiated learning. And we don't think we've got it sorted yet, so we will be in the same situation that you are* [ST13] *just for a different reason. Trial and error, but you must start with, you must have those main parts of planning, but once you've got those …*

ST13*: And the pathway with the planning is not direct because I started off with war poetry, and I went into the university library and I got all sorts of poetry books. And I had all this material and I'm going how do I link it, how do I put it together? And then it was only afterwards when we came back together and you said one or two learning intentions* [ST13], *what about getting the curriculum objectives? And I thought right okay now that's focused me…*

VL1: *I still plan everything in a lot of detail… I always like to have that really sound sort of base because then I am totally secure … But if you are always wondering, 'oh have I got enough, have I done that', you've always got that apprehension behind you.*

So I mean it's that balance. It's not drowning in it, but it's also making sure that you do have a good solid sort of base to work from.

AT2: *But you have to. That's precisely what really happens. If you go to a school and they give you a document that is pristine and you are supposed to follow it to the letter, run away because that is not how it should be. It's not differentiating for the needs of the students. As long as you have got the overall focus in mind of what that skill and learning purpose is for the children…*

At the conclusion of this particular triadic/professional discussion VL1 made a specific point of thanking AT2 for all her contributions to the discussion, her input in providing feedback, encouraging critical relection and for her role in supporting ST13 and her learning during practicum:

VL1: *I get a sense that you have made huge progress* [ST13] *in this practicum and also* [AT2] *you have provided some fantastic support for her. Because that's what it comes back to. It comes back to the sort of learning relationship, the support, the collaboration, all that kind of stuff with the associate teacher.*

Two ITE leaders in their interviews also stressed the importance of the role of the associate teacher and their specific responsibility in student teacher learning, and contribution to the triadic/professional discussions. PL2 commented, "*The associate teachers have the expertise and the skills and it's not just a matter of the visiting lecturer coming in with all the knowledge"*. While PL1 reflected: "*…it is about the engagement of all parties, growing and developing new teachers. So the whole thing about professional learning and a greater understanding of the context we* [visiting lecturers and associate teachers] *are developing student teachers for"*.

VL6, in a triadic/professional discussion, asked the associate teacher for input about the student teacher's learning, and AT11 drew on her own specific knowledge of science to

contribute to the conversation. In this particular conversation in a complementary way, VL6 encouraged AT11 to explain and contribute her expertise even though VL6's particular curriculum knowledge and expertise was also in the area of science:

VL6: …*because it's showing how you use maths and science so it makes it more purposeful rather than just 'oh today we're going to do graphs…'*

ST18: [AT11] *and I decided to create our own scientific experiment to model to the children what we expected of them. Our experiment was that we wanted to find out if the colour of a lolly actually corresponds to the flavour that it's supposed to be … so we blindfolded all the children … we had groups of eight, one group did jelly beans, one did fruit bursts and one did skittles. Then we modelled the observations that we were doing.*

VL6: *Good idea for modelling what you want.*

AT11: *I've done a few science fairs before so I'm fairly confident and it's been good to guide* [ST18] *through the process … the children have got the language and they're using it and they're excited and that's the main thing. I modelled the lessons on hypothesis and questions and then came back to reading skills and making connections. We did procedural writing last term and explanation is the last step but for me the main thing is that the children get through their question, hypothesis, procedure and conclusion and if they get an explanation I'll be happy.*

VL1, in a further example of a three-way conversation, asked ST12 to evaluate and justify her personal learning with support from AT7:

VL1*: What else have you done in other subject areas that really demonstrate your deep understanding of learning? Because I have noticed that one of the reflections that you sent me, which was on that poem that you did ….Would you like to expand on that?*

ST12: *I think it was really just understanding that sometimes you have to give things a go and it is always good to …* [AT7] *said aim high. But if you aim high then you might be surprised at what the outcome is. And with 'The Highwayman' I was a little bit apprehensive because it was a very dense poem and the imagery that they have with the pictures is quite violent and even the whole idea of romantic love and suicide as well.*

VL1: *Can I just now ask you* [AT7] *to explain what you do here in … school in terms of risk and the importance of risk in teaching and learning, because that relates really well to what you've said* [ST12].

AT7: *We are very much encouraged to be risk takers ourselves here… And* [ST12] *chose the most challenging bits, which is for me what it is about … we have got some very high thinkers in this room, and for me they recognise when we are challenging them, and they respond really well to risk taking … and the students having spent a year here, they have an understanding that risk taking is valued highly. And as long as they know that we will support them … they have shifted and they've made really big shifts in their confidence. So we are very much talking about attitudinal shifts in the school, risk taking, being prepared to challenge themselves…which was the conversation that I had with you* [ST12] *earlier, … it's not my job to tell you that you chose a challenging poem, you did it really well and the work was really good.*

There were a number of occasions when the same visiting lecturer, through facilitating and guiding the conversation, encouraged or prompted associate teachers to reflect on their own pedagogical practice as evidenced in the following discussion:

VL1: *So what do you think* [AT3] *are the challenges for* [ST1] *in terms of her future practice? What do you think are the things that she needs to consider, and I'm thinking*

about dispositional qualities as well as other qualities in terms of what you need to do to be a teacher?

AT3: *I guess what we talked about last week would be consolidating the different ways that you are teaching, so like mixing it up. I was saying to* [VL1] *that what was great was to have you* [ST1] *in the classroom because you have a different teaching style to me. I have seen how the children actually can participate in discussions with you for longer periods of time for example than they do with me. Like you* [ST1] *set the bar high, you expect them all to listen to each other, and I guess sometimes I don't do that as much as I could. But it's just always having that mind-set that every child is different so their learning style will be different and how can you cater for that?*

Associate teachers were asked their perceptions about the role of the visiting lecturer in triadic/professional discussions, and how it differed from their role. AT3 commented she thought the visiting lecturer role was "… *to be the facilitator to ask leading questions and lead the conversation, and draw out more information from either myself or the student teacher*". While AT1 described the role as, "*being a three way dialogue…where the visiting lecturer, associate teacher and student teacher all are aware of the expectations and if someone is not meeting those expectations…it is discussed as soon as possible*".

There were a number of student teachers (n=3) who commented specifically about their own particular triadic/professional discussions involving the visiting lecturer, associate teacher and themselves. They described the discussions in various ways:

One student teacher evaluated the importance of the conversation: *It just turned into a really good in-depth general discussion about education. The three of us* [visiting lecturer, associate teacher and student teacher] … *it was like three teachers sitting round the table and talking about different strategies for learning and it was really good.*

ST12 reflected on the areas of improvement:

I think the most important part of the triadic discussion more than anything was there were three points of view on my learning – the visiting lecturer, associate teacher and myself and having met the criteria made me think what other attributes I need to think about.

ST17 talked about the effectiveness of the conversation:

I found the triadic/professional discussion helpful in terms of making me think what was expected of me as a professional from three viewpoints. I was supposed to think about all different aspects of being a teacher and being responsible for children and myself and my learning. I didn't really think about that earlier, but going through triadic made me think about all the learning outcomes.

Conversations that limited student teacher learning. In contrast to VLs 1, 2, 3 and 6, it was evident that VLs 4, 5 and 7 did not conduct their triadic/professional discussions in the same way. The essence of the difference between the two groups of visiting lecturers was that the conversations had less in-depth evidence provided for meeting the learning outcomes of the practicum. The conversations were often not as inclusive of both associate teacher and student teacher, as those facilitated by VLs 1, 2, 3 and 6. For example, the questioning of the student teachers was at a more superficial level, resulting at times in triadic/professional discussions which were more comparable to question and answer sessions, rather than encouraging monitoring of progress and critical reflection by the student teachers. As a result the conversations facilitated by VLs 4, 5 and 7 appeared to be of a more low quality and more about summative assessment and ticking boxes than those facilitated by VLs 1, 2, 3 and 6.

The value of the contributions from both the visiting lecturer and associate teacher were not always of a high quality as evidenced in the following conversation with VL7, AT1 and ST3. There was little evidence of critical reflection, development of self-regulatory practices or identification of appropriate strategies:

VL7: *What about the children's engagement?*

AT1: *I wrote here the children were engaged in the lesson and* [ST3] *used teaching resources effectively. He looked at using the mimeo, ipads, computers, whiteboard, small group teaching, whole class teaching, and individual teaching. So he really explored different ways of teaching using those different things. So it was very good.*

VL7: *What did you like best?*

ST3: *It's all good. It's like a pick-and-mix. You use things that suit and stuff like that. I think if you try to use one of everything it works.*

VL7: *It's that subtle balance isn't it between all of those, activity and passivity and all of that. I'll hand back to you* [AT1].

AT1: *He worked really hard on his goals. One of his goals was differentiation, which he worked really hard with the groups in his maths and I think that he assessed and then that informed his teaching practice, so that was really good. And having high expectations … I have high expectations of the children as well so I think that we complemented each other quite well and the behaviour management and the learning styles and everything so it was really good.*

VL7: *So a pretty sort of seamless environment created.*

AT1: *Yeah I do actually think we have quite similar teaching styles. It was quite nice to sit down and watch and observe* [ST3] *as he took on some of my things and then modified some of them. It was really good. He really made the classroom his own, which was really nice to see.*

AT1, in his interview, discussed the importance of professional relationships with visiting lecturers in order to have effective triadic/professional discussions. He believed there should be "*open and clear communication and dialogue between the student teacher, associate teacher and visiting lecturer"* and that communication between all parties should be visible

and effective. AT1 continued that if there was a difficulty with a student teacher it was important that the three parties, visiting lecturer, associate teacher and student teacher, were all aware of practicum requirements and that any problems were "*fixed or discussed as soon as possible"*. Therefore, in AT1's opinion, it "*was paramount*" in order for student teacher learning to progress satisfactorily, that there was mutual respect and a professional relationship between visiting lecturers and associate teachers. However, in the conversation described above, the quality of the discussion in relation to opportunities for the student teacher to self-regulate their own learning was limited.

AT1 was stating what the ideal relationship, in his opinion, would be between the visiting lecturer and associate teacher but commented in his interview that clear communication and dialogue did not always occur in triadic/professional discussions he attended. He was also indicating that relationships between visiting lecturers and associate teachers needed to be built up over time. AT1 was critical of the role of some visiting lecturers and talked about a lack of any sort of relationship between him and one visiting lecturer (VL7):

> *The thing that I see at the moment they* [the visiting lecturer] *come in, observe for 10/15 minutes and of that snapshot they give some feedback in the triadic/professional discussion and that's the key role. I think it needs to be more fluid, it goes no contact, no contact for three or four weeks, bang see you later*.

There was, however, a discrepancy between what AT1 indicated and VL7 thought about the relationship with visiting lecturers at the school:

> VL7: *I know the associate teachers and I've built strong relationships with them. Now it's very, very hard to sustain those sorts of relationships because we change, they change, circumstances change but if there's a common understanding and a culture of reciprocation and respect I think that really strengthens our students' fit and learning within the school.*

There was clearly a misinterpretation about what each party expected from the other with VL7 thinking she had built up a strong relationship with the associate teachers at the school and AT1 stating this was not the case. VL7's interpretation of what was expected of the visiting lecturer appeared to be a short observation of the student teacher teaching with some feedback, whereas AT1 wanted a longer observation of the student teacher with more in-depth feedback on an ongoing basis throughout practicum.

One of VL5's triadic/professional discussions was an example of a low quality conversation where there was minimal inclusion and contribution from the associate teacher and there appeared to be a lack of knowledge about the writing process from the visiting lecturer. Further, VL5 did not draw AT5 into the conversation or ask her for any feedback on ST10's learning:

VL5: *How have you found the writing process at Year 5 and 6?*

ST10: *Quite interesting. We've done explanation writing and I finally got to use the smart board. I got very excited when I used the highlighter. I can see other ways you can use to describe it if you're actually going to write as you go. There's a proper name for that, I can't remember what it is.*

AT5: *Modelling?*

ST10: *And I can see how especially with something specific as explanation writing, you need to be quite structured in how you deliver so making sure that they know what the terminology is, what's included in the writing. And some of the writing that came out of it was amazing.*

AT5, in her interview, was critical about the role visiting lecturers played in the triadic/professional discussions, the power they had, and the fact that they did not always consider the conversation between the three parties a three-way discussion and equal partnership:

Well they have the power to pass and fail I suppose don't they, ultimately it comes down to the visiting lecturer. I mean we can give our recommendations but it always has to go through the lecturers before a final decision.

Two student teachers in the focus groups were also critical of the visiting lecturer's role in the triadic/professional discussions in general, because they were only present some of the time and especially for not including the associate teacher in the conversation. One student teacher reported her experience:

My associate teacher hadn't had a student teacher before, so it was quite a new thing for her. And I almost felt that for it to be more effective, there should have been more dialogue involving the associate teacher. So the visiting lecturer had only seen a slightly artificial snippet, whereas the associate teacher had obviously experienced and seen a lot more. So I felt that the associate teacher should have had a greater opportunity to pass on feedback to the visiting lecturers.

While another student teacher commented:

I just thought the triadic was about ticking the boxes and just getting through that particular piece of paperwork. I found the feedback that I got from my associate teacher was way more of value to me than anything that the visiting lecturer ever gave to me and that triadic just seemed a bit artificial and informal and I didn't really get much out of it personally.

Building and Maintaining Partnerships through the Assessment of Student Teachers

It is during the triadic/professional discussion that the final assessment of the student teacher takes place. As was discussed in the previous section of this chapter the triadic/professional discussion is an important aspect of the relationship between the visiting lecturer, associate teacher and the student teacher and is dependent on the quality of that relationship. The seven visiting lecturers during the triadic/professional discussions required

the student teachers to provide evidence on how they had met the learning outcomes. It was also evident from all viewpoints (visiting lecturers, associate teachers and student teachers) having clear guidelines about practicum requirements and expectations was essential for student teacher learning, and the assessment of a student teacher's progress.

Positive partnerships in the assessment process. Three visiting lecturers (VLs 1, 3 and 6) discussed in their interviews their beliefs about how to promote student teacher learning during the triadic/professional discussion, and specifically the assessment process and the importance of complementary partnerships and relationships with associate teachers and student teachers.

VL1 spoke of the assessment process during the triadic/professional discussion as one which was more like "*an open to learning conversation"* where all three parties were engaged. VL1 continued she did not want the triadic/professional discussion to be a "*tick box scenario connecting to the learning outcomes but open and transparent to student teacher learning and their journey"*. She commented that, in the triadic/professional discussions she facilitated, the associate teachers were very inclusive of the student teachers, their learning progress and final assessment and they "… *kept passing the dialogue and discussion back to them* [the student teachers] *for comment"*. This viewpoint was an indication of how VL1 facilitated her triadic/professional discussions where the assessment itself was an agreement and consensus by all three parties, linking back to the learning outcomes of the practicum.

Similar to VL1, VL6 believed that it was her role to monitor the progress of the student teacher, their learning and their readiness to teach through negotiation with all three parties during the triadic/professional discussion. She considered she had a responsibility to the teaching profession to assess the student teachers against the required Graduating Teacher Standards: Aotearoa New Zealand and confirm with the associate teachers that the student teachers were ready for the classroom and teaching. VL6 summed up her role in student teacher

assessment during the triadic/professional discussion as, "*You're there for the summative assessment because you've got to make that decision but also it's a support role, it's a guidance role, it should be a negotiation between the visiting lecturer, associate and the student teacher"*.

VL3 spoke in her interview of the assessment process as being where the student teacher directed or led the conversation during the triadic/professional discussion (similar to VLs 1 and 6) explaining to the associate teacher and visiting lecturer how they had met each learning outcome and produced evidence to demonstrate achievement. She described how she asked the associate teacher to confirm and clarify in the conversation what she/he had observed. This was then collated with what VL3 observed, heard or read. Because there was an expectation that the conversation was three-way, VL3 believed it was important to develop a complementary relationship with the associate teacher, valuing their feedback and assessment of the student teacher.

The student teachers in the focus group had a variety of viewpoints on the specific role of both the visiting lecturer and the associate teacher in the assessment process during the triadic/professional discussion. Two student teachers reported that they enjoyed the positivity and feedback given to them on their learning progress by both visiting lecturers and associate teachers. They were appreciative of the feedback and feed-forward they received from the visiting lecturer and felt valued by them in the assessment process. One student teacher recalled:

> *The associate teachers really want us to succeed and they're watching us every day and our progress. But to have the visiting lecturer come in and just watch you for an hour and be able to give you feedback, have a professional discussion, tell you you're doing the right thing, see a snapshot of your teaching is fantastic.*

While another student teacher commented about the clear links to her final assessment through the questioning and reflection by the visiting lecturer raising the consciousness of her own learning which was evident during the triadic/professional discussion:

> *I liked our visiting lecturer being very positive and she asked different questions, how we felt about our learning, how the children were learning and what we did in the role. So it was a very useful discussion and everything went smoothly I felt.*

The particular role of the visiting lecturer in the assessment process was one of facilitating the conversation, ensuring all three parties were involved in the discussion, consensus was reached and the conversation linked to student teachers providing evidence that they had met all learning outcomes.

During the triadic/professional discussions in the current research study, all the student teachers met the learning outcomes and passed the practicum. However, the visiting lecturers explained in their interviews there had been instances for them in the past where student teachers had failed the practicum. When this happened and a decision could not be agreed to by all parties, it was then the responsibility of the university and the visiting lecturer in their credentialing role to make the final decision.

Difficult partnerships in the assessment process. Two visiting lecturers (VLs 1 and 6) commented specifically about associate teachers who were not confident in their role of supporting student teachers and their learning, the assessment process and the implications for that student teacher.

> VL6: *In situations where your associate is perhaps less confident, less 'on board' or less supportive and your student may be struggling, then I think the role of the visiting lecturer is critical, support them and really enhance their learning and enhance their practicum experience and enable them to be successful.*

VL1*: Sometimes the associate, while they're prepared to be supportive, they don't actually want to make the hard decisions about assessment and that's where you as the visiting lecturer have to step in and fulfil that role for the school and the best for the student and their learning. The key role is to provide support and guidance to our students going into practicum but also improve their understanding of the practice of teaching and to create that relationship with them. If things don't go as well as expected for the student teacher you as the visiting lecturer need to be sensitive to what is happening and not destroy any relationship you have built up with them or the associate teacher, as both schools and associate teachers are partners in initial teacher education with us.*

Two student teachers in the focus group were critical of the assessment process. They commented they were often reluctant to 'speak up' during practicum fearing they would be given a poor report or assessment by the associate teacher. One student teacher reported:

What annoyed me is that my associate teacher came in and then went over to my visiting lecturer and started talking to her without me and I was like 'how dare you talk about me when I'm not involved'. And if I'd talked to her first I wouldn't have had a problem with it. That was more of an issue for me.

While another student teacher commented about the sometimes difficult role the visiting lecturer had in the assessment process:

Mine had a considerable amount of tact, which went a long way. She was kind of in the middle and she was answerable to quite a few people and she had the ability to read between the lines a bit as to what you were saying as to what you kind of meant. And because of her experience and her tact and her ability to read between the lines the assessment process blended really well into the conversation.

One student teacher thought the university should be more vigilant in making sure the associate teachers were satisfactory. She said, *"I couldn't say anything until the end because I was scared the associate teacher and school were going to fail me, it shouldn't be like that. You shouldn't be scared of people"*. In these particular situations it was especially important for all parties (visiting lecturer, associate teacher and student teacher) to have established complementary partnerships and open lines of communication with clear guidelines and expectations prior to the triadic/professional discussion and assessment enabling a process conducive to promoting and supporting student teacher learning.

Supporting borderline student teachers. None of the participating student teachers in the current research study was 'at risk' of failing, but all the seven visiting lecturers had worked with such student teachers in the past. They expressed very similar responses about the importance of the time, effort and support they gave to student teachers who were borderline or 'at risk' of failing. They stated it was essential in this particular instance for the visiting lecturer to be supportive and encouraging of both the associate teacher and student teacher.

VL6 explained that, if there was a borderline student teacher, the notion of a complementary partnership between the visiting lecturer and the associate teacher was even more crucial. The relationship should be based on a high trust approach with respect for one another's knowledge, competency and expertise while working towards supporting student teachers and their learning. She continued, *"You've got to make decisions, support the student teacher and their learning but also support the associate teacher as they can sometimes see a failing student teacher as their failure so it's a balancing act"*. VL6 concluded: *"Relationships at all times between visiting lecturers and associate teachers needs to be based on collaboration, respect for one another, clear communication and mutual trust"*.

The process followed by the seven visiting lecturers with borderline or 'at risk' student teachers was: to visit weekly (or more often if necessary); have additional contact by email or

phone; set very clear expectations on requirements; set daily/weekly goals collaboratively for student teachers; establish open lines of communication between all parties; and to be impartial at all times. From the visiting lecturer's perspective it was sometimes difficult to build a relationship with both the associate teacher and an 'at risk' student teacher because one of the parties might perceive the visiting lecturer to be 'taking sides' and supporting one of the two parties more. VLs 2, 5 and 6 commented specifically on this particular challenge and the strategies they used.

VL6, "… *what the visiting lecturer needs to be is that person who can see both sides of an issue"*. She added, *"… impartiality also becomes very important"*. She continued that in the particular instances, *"where there is a difficult student teacher and the associate teacher and school do not want to make the hard decisions about passing or failing them being impartial is essential"*. When asked in the interview what she meant by "*impartial*" VL6 stated she did not take sides, she listened to both viewpoints (associate teacher and student teacher) and gave evidence-based feedback built on observations and discussions.

VL5 remarked in the particular instance of an 'at risk' student teacher:

> *I visit more often. I will go back and back … I will give them something to focus on … then I will go back and check. I'll work with the associate teacher and we will set up a system that's going to work for them.*

As a consequence VL5 believed regular or weekly visits were fundamental to promoting learning success for student teachers especially for 'at risk' students and additionally setting more regular goals to monitor their progress.

VL2 remarked that when student teachers are not meeting requirements or are 'at risk' of failing, she always supported them and their learning but they have to "… *put in the necessary effort in order to pass*". VL2 added in these particular cases it was important for visiting lecturers and associate teachers to be supportive of student teachers but be very clear

in their requirements and clear in their decisions about student teachers passing or failing the practicum. She further added, "*I am really firm about my expectations … I say you have been given this chance and you have got all this feedback, it is reciprocal, you need to do your part as well"*.

VL2 supported student teachers in these particular circumstances by visiting more often and giving considerable feedback on progress, but was also adamant that they had to meet all learning outcomes and "*pull their weight in order to pass the practicum*".

Summary

Central to the visiting lecturer role is the notion of equal partnership and liaison between the university and schools and establishing and maintaining relationships with associate teachers. This chapter focussed on the role the visiting lecturer plays in creating and fostering a partnership with schools and a relationship with the associate teacher to support student teacher learning. The specific focus of the discussion related to the triadic/professional discussion, the assessment process and supporting 'at risk' students.

All seven visiting lecturers across both programmes (Graduate Diploma in Teaching (Primary) and Bachelor of Education (Teaching) commented about the importance of building partnerships with schools where the focus was on student teacher learning and personal connectedness with associate teachers as being particularly important throughout practicum. However four visiting lecturers (VLs 1, 2, 3 and 6) facilitated their triadic/professional discussions with a more inclusive approach resulting in high quality discussions. The visiting lecturers explained in their interviews that as well as contributing their own knowledge and expertise, they facilitated the triadic/professional discussions by drawing the associate teachers into the discussions, asking them for their suggestions and feedback on student teacher learning, reflection, and self-regulatory practices, while at the same time were supportive of the associate teacher in their particular role.

In contrast, three lecturers (VLs 4, 5 and 7) facilitated their triadic/professional discussions differently. There was not always a lot of input of curriculum or pedagogical knowledge, and expertise from either the visiting lecturer or associate teacher, and as a result the conversations were not as inclusive of all parties or of as high quality as those facilitated by VLs 1, 2, 3 and 6. It also appeared from the data, that one party (often the visiting lecturer or associate teacher) dominated the conversations with the contribution from the student teachers at a more superficial level resulting in low level conversations. As a consequence the discussions were more often like question-and-answer sessions than quality learning conversations, with limited opportunity for the student teacher to reflect on their learning and progress.

VLs 1, 3 and 6 spoke of the assessment process during the triadic/professional discussion about being both a formative and summative process, where the conversation was about student teacher learning and not one which was about 'ticking off' the learning outcomes of the practicum. Student teachers during the conversations have to explain to both the visiting lecturer how they had met each learning outcome and produce evidence to demonstrate achievement. There were instances when VLs 1 and 6 described where associate teachers were not confident in their role of supporting a student teacher, their learning and the assessment process. This occasion was one where the visiting lecturer had to play a key role in providing guidance and support to the student teachers.

All seven visiting lecturers were clear about the importance of their role specifically when there were borderline or 'at risk' student teachers. They commented that in these particular instances the importance of complementary relationships with associate teachers built on trust and respect were crucial in terms of supporting and furthering student teacher progress and learning. There were common strategies the visiting lecturers used in these situations. The strategies included visiting more often, clear and honest communication about

expectations, and set requirements for the practicum which all parties were aware of through negotiation and agreement.

Chapter Eight

Conclusions: Implications for Research and Practice

This research study investigated the role of the visiting lecturer in supporting student teacher learning on practicum and answered questions relating to the promotion of the skills and strategies of self-regulation with student teachers. The study also explored the role of the visiting lecturer in creating and fostering partnerships with schools and relationships with associate teachers, by enacting the aforementioned behaviours and skills in support of student teacher learning on practicum.

The opening section of this chapter analyses and interprets, how different visiting lecturers enacted their role, and the impact this had on promoting and supporting student teacher learning. Also compared and contrasted are the triadic/professional discussions of different visiting lecturers, in relation to those particular aspects of student teacher learning described above and the consequences of those conversations. In the section which follows, the complementary partnerships between the visiting lecturer and associate teacher are examined and explored. The final sections of the chapter evaluate the implications and significance of the findings of this research study, in relation to ITE and future research.

The Promotion of Self-Regulated Learning with Student Teachers

There are numerous researchers (e.g., Beck & Kosnik, 2002; Fayne, 2007; Le Cornu, 2008) who recognise and acknowledge the pivotal role the visiting lecturer can potentially play in supporting student teacher learning. Indeed, Fayne (2007) concluded in her study that visiting lecturers were in a "unique position" because of their knowledge and contact with both universities and schools to provide "a powerful learning experience for both student teachers and faculty" (p. 65). While Le Cornu (2008) argued there is a definite role and a need for visiting lecturers and academic involvement in professional experiences such as practicum. As acknowledged previously though, there are also research studies (e.g., Cuenca et al., 2011;

Lawson et al., 2015; Wilson, 2006) which claim the visiting lecturer role is understated, and findings are inconsistent as to the impact the visiting lecturer has on student teacher learning.

However, according to Hammerness et al. (2005) although student teachers sometimes comment that schools and university supervisors play an important role in their teaching and learning practice, "there is little systematic research on exactly what the most effective supervisors do" (p. 412). There has been less research and only a few studies which have sought information on the excellent practices shown by visiting lecturers supporting the skills of self-regulated learning. One example was a study by Kremer-Hayon and Tillema (1999), which reviewed self-regulated learning in the context of teacher education. While other studies (e.g., Caires & Almedia, 2007; Fayne, 2007) suggested for student teacher learning to occur, it is necessary for important conditions and practices from visiting lecturers and associate teachers to be present during practicum, such as emotional and personal support.

One of the key findings from the current research study was that the seven visiting lecturers enacted their role very differently. Three visiting lecturers (VLs 1, 2 and 3) were highly effective at promoting student teacher learning through supporting the skills and behaviours of self-regulated learning. These three visiting lecturers were also effective in creating complementary partnerships with associate teachers. One visiting lecturer (VL6) was less effective in the setting and monitoring of goals through the stages of self-regulation, but effective in supporting student teacher learning through the improvement of pedagogical practice and reflection, and in creating partnerships with associate teachers and schools. A further visiting lecturer (VL4) was effective in promoting and supporting the setting and monitoring of goals with student teachers, but less effective in the development of the skills of self-regulation and the creating of partnerships with schools. Two visiting lecturers (VLs 5 and 7) were less effective in the same role, focussing more on fulfilling the requirements of

practicum (an accountability role) with less emphasis on promoting student teacher self-regulated learning.

The practicum experience can be a complex, challenging and high stakes environment for student teachers. One of the reasons it is a high stakes situation is because of the tension around assessment, and the passing or failing of the practicum. Practicum is one aspect of initial teacher education which is highly anticipated by student teachers (Smith & Lev-Ari, 2005). But at the same time, practicum can be an environment fraught with anxiety and many different emotions for student teachers, as they begin to make sense of their own capabilities and confidence, identity as teachers and student learning in classrooms (Koerner, Rust & Baumgartner, 2002). As a result "student teaching is a complicated emotional and interpersonal experience that is often critically important to the making of a teacher" (Koerner et al., 2002, p. 36) and hence the need for student teachers to be self-regulatory in relation to their learning.

Consequently, I contend, that the role of the visiting lecturer is a crucial one for student teachers in their development as self-regulated learners, which is a key to supporting a successful practicum outcome. Self-regulation is a complex, multi-faceted process that integrates key motivational variables and processes critical to the development of adaptive expertise, within the context of teaching (Cleary & Zimmerman, 2000). Zimmerman (1986) defined self-regulated learners as those who were metacognitively, motivationally and active participants in their own learning process. Learners who demonstrate self-regulation believe that the opportunity to take on challenging tasks, to develop a deep understanding of subject matter, and to exert effort will give rise to success (Perry et al., 2006). Self-regulated learners are cognisant of their own learning strengths and weaknesses. These particular characteristics might go some way to explaining why self-regulated learners usually exhibit a high sense of self-efficacy (Pintrich & Schunk, 2002).

The findings of the current research study indicate that if there are skilled visiting lecturers, using high quality practice, they are able to support and encourage student teachers in the application of the strategies and skills of self-regulation. In the current research study, the effective visiting lecturers (with the associate teachers) created the conditions of collaboration, challenge and support within the practicum environment, that enabled the student teachers to develop the skills of self-regulated learning and thus develop a foundation to becoming adaptive experts, indicating it was possible for the development of these strategies to occur within the high stakes environment of practicum.

Motivation plays an important part in the process of learning self-regulatory skills, through the learners' willingness to attempt challenging tasks, and deciding strategically on which approaches to utilise, therefore having a pivotal impact on learning (Perry et al., 2008). Without motivation, self-regulated learning is more difficult to achieve (Zimmerman, 2008). This factor was evident in the current research study with many of the student teachers. With the support of the effective visiting lecturers and associate teachers they displayed metacognitive skills, strategizing the setting, monitoring and evaluating of their learning goals in relation to their strengths and weaknesses as learners, demonstrating motivation for the set task.

One of the key findings from the research study emphasised the importance of the conversations that took place between the visiting lecturer, associate teacher and student teacher highlighting self-regulatory practices. These practices included student teachers being encouraged to critically reflect on their learning on practicum, evaluating the effectiveness of teaching strategies utilised, and having taken risks in their teaching being prepared to discuss the outcomes. These conversations were pivotal in providing opportunities for the development of student teacher learning. Conversations that do not promote self-regulation and enable student teachers to take responsibility for their own learning, can impede the development of

adaptive expertise as “the student teacher fails to make their own decisions based on any type of justification related to their pupils’ emotional or academic needs …” (Soslau, 2012, p. 770). As a consequence it is important that through conversations and discussions, learning environments are created which are powerful and innovative and characterised by balancing personal exploration with instruction and guidance (Mayer, 2004).

This research study has pinpointed important theoretical ideas about learning, linked them to an model of self-regulated learning, identifying what is crucial in student teacher learning, and the role the visiting lecturer can play. This concluding chapter contributes further to earlier chapters, by analysing high quality examples of practice, utilised by the effective visiting lecturers. Also included in the discussion are examples of the conversations (triadic/professional discussions) of the less effective visiting lecturers, to portray a more nuanced analysis of practice. It is argued that the effective visiting lecturers played a pivotal role in promoting the skills of self-regulated learning with student teachers, while at the same time creating the necessary supportive environmental conditions with associate teachers, for the promotion of these key skills within a complementary partnership.

Phases of Self-Regulation

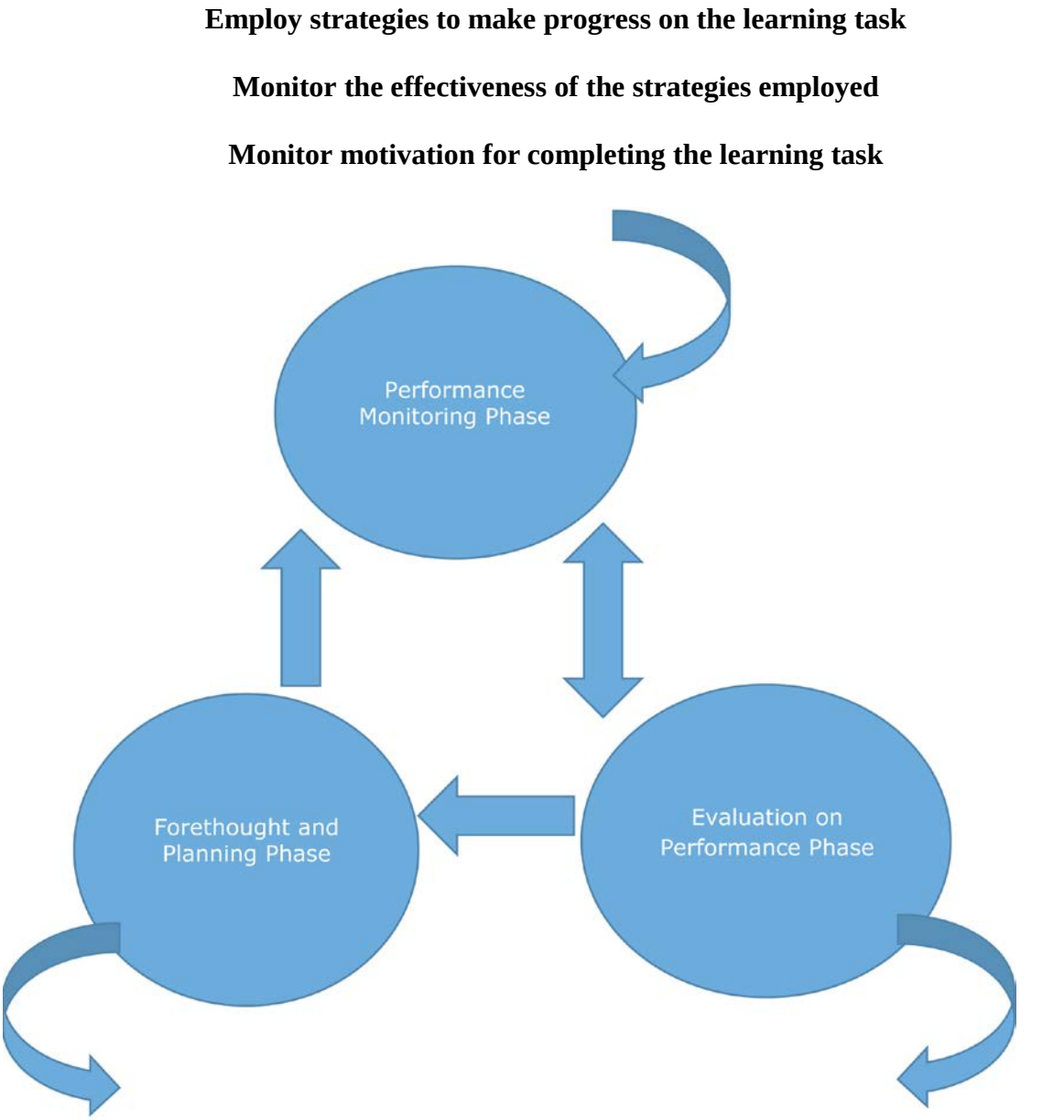
Self-regulation is not an academic performance skill but a self-directed process where learners transform their mental abilities into academic skills (Zimmerman, 2002). There are three distinct phases of self-regulation described by Zimmerman (2000) in the model of self-regulated learning, as illustrated in Figure 8.1. In the current study the forethought and planning phase involved student teachers analysing the necessary learning tasks, and setting goals towards their completion with support from visiting lecturers and associate teachers. The performance monitoring phase comprised student teachers employing strategies to make progress on their learning tasks and goals, self-monitoring the effectiveness of those strategies, and recognising the required motivation for completion of the tasks. Furthermore, in this phase,

was the ability by student teachers to access, evaluate and implement feedback from visiting lecturers and associate teachers. In the third phase of the model, the evaluation on performance phase, student teachers evaluated and reflected on the success or otherwise of their performance in relation to the set learning tasks and goals and to their strategy use. In the current research study this phase occurred during the triadic/professional discussions which happened towards the end of practicum. An important aspect of all the three phases, was that emotions and feelings about working towards the achievement of the goals and the development of self-efficacy was acknowledged by the student teachers.

The supporting and promoting of such self-regulatory approaches to learning with student teachers through these three phases, were indicative of the strategies utilised by the effective visiting lecturers in the current research study. How these phases were evident with student teachers learning the skills and strategies of self-regulation, supported by visiting lecturers and associate teachers, is described in more detail in the next sections.

Figure 8.1

Phases of Self-Regulation.



Zimmerman, B. J. (2000). Attaining self-regulation: a social cognitive perspective.

The forethought phase of self-regulation. In the first phase of the model, the effective visiting lecturers (with associate teachers), assisted student teachers by helping them identify challenging and appropriate learning goals, and strategically planned learning opportunities to focus on, for example improving aspects of their content or pedagogical content knowledge. It was important in this phase that student teachers saw the value of their set goals to their personal learning, and the support of visiting lecturers and associate teachers was crucial. Without explicit learning goals it is difficult to know what counts as evidence of students' learning so the setting of clear, explicit learning goals is essential and sets the stage for everything else (Hiebert, Morris, Berk, & Jansen, 2007). Further, student teachers at this stage of their learning, needed to believe they were able to attain the set learning goal (efficacy expectation) and feel they were able to achieve the goal through the identification of appropriate strategies. The beliefs that people hold about their abilities and what they are capable of, and the outcomes of their efforts will affect their behaviour along with their cognitive and affective processes (Bandura, 1977).

At this stage also the student teachers needed to recognise that the achievement of their learning goals was beneficial and worthwhile to their progress (outcome expectation) and that they would be able to persist in their efforts if faced with any difficulties. Motivated learners who see value in their task are more committed to attaining their goals and, as a consequence, exert higher levels of effort and persistence to complete the task (Winne & Hadwin, 2008; Zimmerman, 2002). At this phase of planning, student teachers in the research study sometimes worked solely with associate teachers, who played an important role in the setting and monitoring of the goals, as visiting lecturers were not present all of the time. The effective visiting lecturers at this point kept 'in touch' with both associate teachers and student teachers to check on goal progress, through email contact and visits to the schools.

One specific example from the current research study was the expectation held by the visiting lecturers of the clarification from the student teachers on the relevance of their set learning goals, resulting in a specific goal focus. The effective visiting lecturers helped identify, in collaboration with the student teachers, their goals early on in practicum, assisting in the planning of strategies to achieve those goals, and emphasising the importance of student teachers self-regulating their own progress towards achievement. This factor was especially evident with one particular visiting lecturer, who asked student teachers at their initial meeting to consider whether their learning goal was challenging and appropriate enough for them. Self-selected goals are considered more challenging, prompting greater motivation and commitment (Zimmerman, 2008). The visiting lecturer specified that a challenging goal was more effective, because it directed the student teacher's attention to relevant behaviours, strategies and personal learning outcomes. To further challenge student teachers, the visiting lecturer asked specific questions of each of them, requiring consideration and thought about what they wanted to achieve during the practicum. This process was important for student teachers as they had to justify and explain in detail their rationale for, and the importance of, their goal in their learning progress. When learners (student teachers) set their own learning goals it can enhance their commitment to attaining them, which is important in affecting performance (Locke & Latham, 2002).

Self-regulated learners set goals in relation to extending their knowledge and sustaining their motivation, selecting strategies and monitoring their commitment to their goals, adapting, and modifying if necessary (Kremer-Hayon & Tillema, 1999) because goal setting on its own, is not sufficient in becoming an adaptive expert (Timperley, 2011). Students supervised effectively are more able to exercise agency and make choices about how they can achieve and strive to reach their goals (Winne & Hadwin, 2008). At the initial meetings between the effective visiting lecturers and student teachers, there was a shared understanding and

discussion of what constitutes a high quality goal. The criteria used for judging a high quality goal, for the purposes of this research study, were commitment, engagement, and challenging and appropriate goals relevant to the student teachers' own learning. As Schunk (2001) concluded, because planning and goal setting are complementary processes, by planning, learners can be more confident of their goals and strategies being successful. The role of the visiting lecturer and associate teacher in this phase was paramount.

In contrast, there were visiting lecturers who were less effective in supporting the planning of goals by student teachers, resulting in the writing of superficial goals lacking depth and personal challenge. These particular visiting lecturers ensured the student teachers had set goals, adopting more of a compliance stance and, as a result, practicum requirements were met. This position by the visiting lecturers could imply that with those visiting lecturers there was a lack of awareness of the importance of the setting of high quality learning goals, to the same extent as the effective visiting lecturers. Appropriately challenging goals can be assigned to, and accepted by, learners if a cogent rationale is given (Zimmerman, 2008). During the initial practicum meetings of these visiting lecturers there was little encouragement and direction given in support of student teachers setting challenging and appropriate goals. As a result the goals set by the student teachers were often very easy to achieve, and there was little guidance and support associated with the goal-setting process and encouragement of self-regulated learning. Hattie and Timperley (2007) stated a critical aspect of feedback in relation to goal setting is that it needs to be directed towards the attainment of the goal.

Self-regulated learners manage time well, set higher specific and proximal goals, monitor goals more frequently and accurately and are more self-efficacious and able to persist despite obstacles (de Corte, 2010). However, goal setting does not automatically enhance self-regulation. If goals are too easy requiring little effort to attain them, it is the role of the visiting lecturer and associate teacher, working with and supporting the student teacher in a

complementary partnership, to ensure the goal is challenging and relevant enough, providing constructive ongoing feedback. Self-regulated learning processes involve goal-directed activities that can be instigated, modified and sustained by learners (Zimmerman, 1989a).

The performance monitoring phase of self-regulation. During the next phase of self-regulation the effective visiting lecturers reinforced the student teachers' efforts, by assisting them to focus their attention on strategies and skills needed in order to achieve the goals and tasks set. As Schunk (2001) commented, progress towards achieving goals "conveys to students they are capable of performing well, which enhances self-efficacy for continued learning" (p. 127). Close monitoring by both the visiting lecturer and associate teacher at this stage, supported student teachers in the continued development of required skills, and there was the expectation that they could ask for assistance and guidance if necessary, at any time. When learners are confronted with challenging tasks and self-doubt, which might require the support of someone with more expertise, an important aspect of self-regulation is knowing when to revert to other-regulation, asking for input from others (Newman, 2008). Of central importance also was that student teachers acted on the feedback received about their learning progress, from either or both visiting lecturers and associate teachers. As Hattie and Timperley (2007) stated, "Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed" (p. 82).

There are four levels of feedback questions in Hattie and Timperley's (2007) model of feedback. They are the task level, the process level, the self-regulation level and the self-level. Hattie and Timperley (2007) stated there is a distinction to be made between feedback about the task, about the processing of the task, about self-regulation, and feedback about the self. They argued that feedback about self is the least effective, feedback about self-regulation and feedback about the processing of the task are powerful in processing and mastery of tasks, and feedback about the task is powerful when the task information is useful for improving strategy

processing or enhancing self-regulation (p. 91). Two of the levels are particularly pertinent to the current research study. One is the self-regulation level of self-monitoring, directing and regulating of actions, and the other level is the self-level of personal evaluations and affect (usually positive) on the learner. The effective visiting lecturers gave feedback to the student teachers on their goal progress and tasks they had set during practicum, and further, suggested strategies the student teachers could utilise for improvement. The same visiting lecturers also questioned student teachers through conversations and email communication as to how they were changing, adapting and self-regulating their progress towards goal attainment.

The support and encouragement of both visiting lecturer and associate teacher was significant for student teachers as a catalyst for the improvement and progress of their goals. Student teachers require meaningful feedback about their teaching practice in conjunction with regular opportunities for critical reflection to result in effective learning (Eisner, 2002; Smith & Lev-Ari, 2005). In the current research study, the types of feedback provided by the more effective visiting lecturers included constructive and systematic feedback (both written and verbal), visiting lecturers 'popping in' to see student teachers on a regular basis to check on their progress and through email communication. One student teacher commented that the written feedback given to her by the visiting lecturer made her think more deeply about what she was doing, and adapt her teaching practice accordingly. Zimmerman (1989b) argued students rely on affective, cognitive, motivational and behavioural feedback to modify, alter or change their strategies and behaviours, if they are initially unable to achieve their goals.

During the phase of performance monitoring it was important that student teachers continued to monitor and be motivated in their performance towards the achievement of their learning goals. If there is anticipated satisfaction of goal accomplishment, self-efficacy will occur (Schunk, 1990). In the research study, two student teachers commented on the constructive and specific feedback from their visiting lecturers which they received on the

appropriateness and progress of their goals. They stated they used the feedback to make changes to their teaching and 'take action', and as a consequence critically reflect on the achievement of their goals and what they had learnt. Hattie and Timperley (2007) stated when feedback is drawn to the self-regulatory process which is needed to engage with a task, a learner then understands the importance of the effort needed and "their conceptions of learning can be important moderators in the learning process" (p. 102).

Conversely there were examples of visiting lecturers who gave superficial feedback to their student teachers, covering only surface features of their goals, requiring little self-reflection and monitoring of progress. Further, little direction or feedback had been given to these student teachers in the first phase (forethought and planning) about their goals and how they could be more challenging and relevant to their learning. It appeared that, for these visiting lecturers, it was more about telling the student teachers what behaviours and skills to utilise in the process of achieving their goals rather than encouraging them to self-reflect or self-evaluate. When asked during the triadic/professional discussions about the monitoring and evaluation of their goals, these student teachers were simply asked for confirmation that their goal had been completed. It was also evident at this stage that two associate teachers knew more about the progress and achievement of the goals as evidenced, for example, in one triadic/professional discussion. The associate teacher spoke knowledgeably about the student teacher's learning goal, stating she had successfully managed teaching and assessment, by trialling different teaching strategies, and as a consequence adapted and modified her pedagogy. The associate teacher had also given the student teacher regular feedback throughout practicum. In this instance the visiting lecturer had checked the goals were set at the beginning of practicum, and then that they were completed at the end. No feedback was given during practicum.

Student teachers need to be aware that, with the responsibility for their own learning comes enhanced risk taking, and in some cases venturing into areas of teaching not tried previously, and consequently adjustment to their teaching practice. An important part of adjusting one's teaching practice is the development of self-efficacy, and its relationship to a student teacher's confidence "to effectively think about, cope with and solve problems that arise in classroom settings" (Yost, 2006, p. 61). Through conversations and discussions with the effective visiting lecturers and associate teachers it was conveyed to student teachers that they were capable of performing well which, for continued learning, enhances and promotes the self-efficacy of students (Schunk, 2001).

Evaluation on performance. This phase in the research study was also associated with the notion of student teachers maximising and accepting responsibility for their own learning through reflective practice, supported by visiting lecturers and associate teachers. Reflection also occurs in the performance monitoring phase. In one specific triadic/professional discussion a student teacher signalled to the visiting lecturer and associate teacher, her ability to now make judgements about her performance, to know where she could alter and adjust her planning, and as a consequence was becoming more flexible and adaptable in her teaching practice. The visiting lecturer commented, in support of student teacher learning, it was about being willing and having the confidence to take risks in teaching which the student teacher was doing. The promotion of adaptive teaching expertise requires assistance from an expert who can "help novice student teachers learn from a highly complex and deeply contextualised learning process" (Soslau, 2012, p. 769).

The skills and processes of self-regulation and reflection should, as Wilson and Wing (1993) argued, become "a natural part of the teaching and learning repertoire and be fostered and valued" (p. 2). This was evident in the research study with one student teacher, when she commented that she had become more aware through self-reflection of where she needed to

move to next in her teaching, and she could identify "*huge growth*" in her learning progress specifically in relation to planning. This particular student teacher was evaluating her achievements in teaching and the effectiveness of the strategies she had used and considering her 'next steps'. Student teachers, as a consequence of being encouraged and supported by both visiting lecturers and associate teachers, are empowered by their ability to be reflective and develop the necessary critical thinking skills essential in their learning and teaching (Wilson & Wing, 1993). In a further triadic/professional discussion with the same visiting lecturer, a different student teacher acknowledged she had challenges in planning and teaching in areas she knew little about, but when evaluating and reflecting on her learning progress, what had been important was her flexibility and a willingness to adapt and change. For these reasons it was important for student teachers to work within an encouraging learning environment, conducive to positive growth and providing opportunities for success and the development of self-efficacy (Yost, 2006).

Reflection on practice is of central importance to self-regulated learning, and should be woven throughout a student teacher's practicum experience. The reflections shared with visiting lecturers and associate teachers during triadic/professional discussions impact on how student teachers plan their future goals. It has been suggested (e.g., Hatton & Smith, 1995; Yost, Sentner, & Forlenza-Bailey, 2000) student teachers will use critical reflection as a problem-solving tool if they have been educated and taught to think that way. Using this strategy helped student teachers in the current research study to evaluate and communicate their learning progress to others (the visiting lecturer and associate teacher). Schön (1983, 1987) argued that professionals develop their expert knowledge through both reflection-on-action and reflection-in-action – separate but related processes.

For student teachers, learning the skills of reflection, analysing and refining their teaching practice in a supportive learning environment through the processes of collaboration

and social interaction, was important in the research study. One example was of a student teacher reflecting in the triadic/professional discussion that she was determined to teach a planned writing lesson using a lot of extraneous detail. As she was teaching though, what she discovered was that she needed "*a short sharp to the point lesson with quality learning experiences*". At that point the student teacher knew she had to be more flexible and adaptable and learn to have the confidence to change her teaching as she went along rather than pursuing what she had planned. Theorising and describing one's practice is important but also subjecting "those theories to a form of interrogation and questioning that establishes something about their legitimacy and their legacy, is altogether another matter" (Smyth, 2001, p. 193). Teachers who can theoretically justify their teaching actions are more able to make successful changes in their teaching and classroom practice (Harste, Leland, Schmidt, Vasquez, & Ociepka, 2002).

The findings from the current research study strongly support the role the effective visiting lecturers (in partnership with associate teachers) played in the development of student teachers' self-regulated learning, through the three phases. Research studies (e.g., Buzza et al., 2008) have shown self-regulated learners are experts at managing complex learning tasks, as they have developed the ability to monitor and be motivated through self-awareness, being goal directed, and strategic in their own learning. It was also apparent during the triadic/professional discussions that the effective visiting lecturers supported their student teachers in articulating and connecting their developing philosophy of teaching to their knowledge of learners, learning, content and pedagogical content knowledge. Through the practices of questioning, self-reflection and being challenged the student teachers took more control and responsibility for developing their own philosophy of teaching. Hagger and McIntyre (2006) maintained that beginning teachers should learn from others' ideas, both experienced practitioners and researchers, considering these ideas in conjunction with their own, and put them to critical examination.

A Complementary Partnership with Associate Teachers to Support Student Teacher Learning

This research gained insight into the importance of reciprocal learning relationships between the three parties (visiting lecturers, associate teachers and student teachers) and a willingness to engage in reflective conversations with one another. The effective visiting lecturers and associate teachers were pivotal in working together with the student teachers by engaging in conversations and discussions drawing on their own content knowledge and pedagogical content knowledge, while supporting and encouraging student teachers' understanding and application of that knowledge in their own teaching. Sociocultural theorists such as Vygotsky (1978, 1987) reinforced the social aspect of learning, and promoted the argument that cognitive gain or learning occurs primarily through the interaction between parties within a social environment.

The features of self-regulated learning were evident in one example of a learning conversation between a visiting lecturer, associate teacher and student teacher. This visiting lecturer and associate teacher together challenged the student teacher, specifically for evidence he had achieved success in demonstrating effective pedagogical practice that optimised children's learning. The two parties (visiting lecturer and associate teacher) worked together in the conversation bringing complementary expertise and evidence to the task. Furthermore, they emphasised to the student teacher the importance of identifying appropriate strategies to meet his learning goals, and striving to improve by questioning and reflecting when things did not work, and using his initiative to change and adapt. Through encouraging the student teacher to regulate his own learning, the visiting lecturer and associate teacher were supporting the student teacher in acquiring the skills to become an adaptive expert. Adaptive expertise is what enables learners to apply their learning across experiences and is "supported by the extent to which learners understand the goals and principles of relevant activities and gain experience in

authentic contexts" (Rogoff, 2003, p. 255).

The student teacher acknowledged during the conversation and discussions that he had made huge progress from being guided collectively through feedback and suggestions from both visiting lecturer and associate teacher. Whatever approach is taken to reflection, Schön (1983, 1987) suggested the aim is to develop reflective practitioners' thinking about teaching while teaching, questioning and evaluating the teaching practices they are using. These skills can be achieved through becoming a self-regulated learner.

Such partnerships in the current research study did not concentrate on a hierarchy of power but rather the learning opportunities they provided, and as a result the conversations that occurred were important for student teacher learning. Soslau (2012) affirmed that learning conversations should be "leveraged to help student teachers make sense of their experiences and develop adaptive teaching expertise" (p. 769). The effective visiting lecturers encouraged the input of associate teachers in their support of student teachers and their learning, and their contributions to the conversations that took place between the three parties. It was also crucial, (given the amount of time associate teachers spend with student teachers) that associate teachers encouraged and supported student teachers in learning self-regulatory skills and practices throughout practicum. As Le Cornu (2008) commented "… as soon as a teacher takes on a student teacher, they become a teacher educator and consequently we need to help teachers understand this new role" (p. 6).

It is the nature of the partnership which is crucial, one focussed on both partners working together, utilising the knowledge, skills and expertise of both the visiting lecturer and associate teacher (Darling-Hammond, 2006a). One of the pedagogical cornerstones of an ITE programme is a tight and coherent integration of courses and teaching experiences between a university and school where there is learning from both experts and expert practice within both universities and schools (Darling-Hammond, 2006a). For that reason, more attention has to be

paid to visiting lecturers and associate teachers being supportive and inclusive of the role each plays in promoting student teacher learning.

Trust with associate teachers and schools in the current research study, was built up by the effective visiting lecturers over a number of years of communicating with, and working alongside, them on a regular basis. Frequent visits to the same partnership schools also helped the visiting lecturers build up knowledge about the school and associate teachers. However, this was not always the case, as was indicated by one visiting lecturer who thought she had a good relationship with the associate teacher at the school, but this was not confirmed by the associate teacher.

Le Cornu and Ewing (2008) identified the importance of how initial teacher educators positioned themselves with associate teachers, and at times how actions (by the visiting lecturer) might be interpreted differently than intended, thereby emphasising the importance of complementary partnerships of learning. Carless (2013) commented, "Communication trust is a facilitating factor for the development of an atmosphere that fosters engagement, risk-taking and a willingness to take part in sustained and challenging dialogues around both subject matter and the learning process" (p. 100). The establishment of communication trust between the visiting lecturer and associate teacher was an important feature of the complementary relationships featured in the research study, and what was acknowledged was a willingness between the three parties to share information, and give and receive feedback. Trust and respect between the visiting lecturer and associate teacher was crucial when the associate teacher had to 'step up' and share expertise and knowledge of the student teacher's learning progress.

The current research findings affirmed the importance of the visiting lecturers not only building up a trusting relationship with the associate teachers, but also with the student teachers. The effective visiting lecturers made themselves available to student teachers throughout practicum on a regular basis, by both face-to-face communication and email,

written and verbal feedback on their learning progress, and demonstrating a partnership with the associate teachers. When a visiting lecturer establishes a relationship based on trust and respect with the student teacher they are more able to understand their learning needs and respond to them in a supportive manner (Cuenca et al., 2011). Fayne (2007) recognised in her research study that, once trust and rapport had been established, student teachers would readily accept the guidance, feedback and suggestions offered by the visiting lecturer. When student teachers begin to see themselves as co-learners of knowledge with visiting lecturers and associate teachers, a capacity for reciprocity was developed leading to commitment to the development of collaborative learning cultures (Le Cornu & Ewing, 2008).

Conversely, trust was not always evident and apparent in all the triadic/professional discussions in the current research study. This factor was evident when one visiting lecturer did not draw the associate teacher into the learning conversation, or ask her for any feedback on the student teacher's learning and progress. The associate teacher, when interviewed after practicum, was critical about the role visiting lecturers played in the triadic/professional discussions, the power they had, and the fact that they did not always consider the conversation between the three parties a three-way discussion conducive to student teacher learning. It has been recognised (Slick, 1997) that the roles and role expectations held by the three parties (visiting lecturer, associate teacher and student teacher) are often unclear and shifting, and can be seen as an "uneasy extension of the perceived divide between the theory of the university and the real world" (Cuenca et al., 2011, p. 1068). Furthermore, Bloomfield (2010) suggested "dynamics, priorities and power differentials across these relationships are often complex" (p. 227).

Implications for student teacher learning. As has been discussed previously, research on university–school partnerships indicates strong partnerships are effective in supporting student teacher learning during practicum (e.g., Beck & Kosnik, 2002b; Le Cornu & Ewing,

2008). As Darling-Hammond (2010) stated, “One thing that is clear from studies of strong programs is that learning to practice in practice, with expert guidance, is essential to becoming a great teacher of students with a wide range of needs” (p. 40). In professional settings, for example schools, the development of trust, familiarity and positive morale may also enhance the sharing and development of knowledge and skills, by the promotion of relationships and discussion which provide clear feedback for improvement (Smylie & Hart, 1999). In the process, the strengthening of relationships and learning between all parties occurs.

There were student teachers in the current research study who did not have visiting lecturers supporting their learning through the development of self-regulation, to the same extent as those with the effective visiting lecturers. It is to be noted though, that these student teachers progressed and passed their practicum. It is problematic however, and a matter of concern whether ‘survival as such’ by student teachers on practicum is enough in ITE. It is also of concern as to whether these particular student teachers were developing the skills of self-regulation so important in teaching their own students. As the findings and evidence reported in this chapter have indicated, skills of self-regulation and reflective practice leading to the development of adaptive expertise, need to be taught to student teachers throughout ITE programmes and their practicum experiences.

Whilst there is little doubt the discourse within partnerships emphasises co-operation and trust, it sometimes “hides the complex struggles for power that take place in working relationships” (Cardini, 2006, p. 410, cited in Le Cornu, 2012, p. 29). Effective learning relationships have conversations at their core. These conversations and the relationships which arise between the university and schools as a consequence, need to value and support the contributions by both visiting lecturers and associate teachers in the forming of committed relationships to support student teachers’ learning (Kruger et al., 2009). Le Cornu (2010) concluded that, when there is an explicit focus on learning between visiting lecturer, associate

teacher and student teacher, “at least there is the potential for reciprocal learning relationships to be developed (p. 203).

By the conclusion of the study it became clear there was a key role for the visiting lecturer (in partnership with the associate teacher), in supporting and encouraging the development of student teachers’ skills of self-regulation. There is an expectation that teachers become more capable of learning from their own experiences as well as others’ experiences “in and on their actions and their consequences” (Shulman & Shulman, 2004, p. 259). Having an understanding of knowing what they did not know, and learning the strategies to overcome that deficit, meant the student teachers were developing self-regulatory behaviours and skills important for them to understand and acquire. The implications from the current study suggest that student teachers, in collaboration with more expert others (visiting lecturers and associate teachers), developed and wrote their own goals, justifying and debating them in advance of, and during, practicum. The collegial nature of this process and the feedback provided, stimulated reflection and the development of new skills (Cochran-Smith & Lytle, 1999; Hargreaves & Fullan, 2000).

Implications for Initial Teacher Education

Effective and sustainable partnerships are built through relationships between the visiting lecturer, associate teacher and student teacher which are focussed on everyone learning (Kruger et al., 2009, p. 20). The current research study has highlighted the importance of these relationships between the visiting lecturer, associate teacher and student teacher and confirmed the success of such complementary practices for student teacher learning. What is significant for initial teacher educators “is the delicate balance of developing and supporting individual professional understanding, and developing a particular set of professional skills and outcomes that support improving performance” (Harrison & Lee, 2011, p. 213). Feiman-Nemser (2001) described these particular skills and strategies of visiting lecturers and associate teachers

working together, as engaging student teachers in critically reflective discussions about their practice, in order to make sense of their teaching experiences. These conversations promoting self-regulation of student teacher learning were evident in the current study within the triadic/professional discussions. Initial teacher educators should analyse "how such skill development can be identified, fostered, measured, repaired and sustained with student teachers (Shulman & Shulman, 2004, p. 263).

For those involved in ITE the building up and commitment to student teachers developing adaptive expertise means the incorporation of the skills and behaviours of self-regulated learners. However, in order for these self-regulatory skills to be promoted, both visiting lecturers and associate teachers need to see the value in student teachers learning these skills and behaviours and providing the opportunities to develop and utilise them while on practicum. This research study has highlighted the importance of these particular skills in ITE, but has also shown that, in many cases, the teaching of these skills and behaviours is not prioritised. These skills need to be explicit and deliberately fostered by initial teacher educators and specifically visiting lecturers, committed to promoting self-regulation and goal setting, with their student teachers. If student teachers have experienced and practised the learning strategies of self-regulation and goal setting themselves, they are more likely to understand better their own learners' progress (Tillema & Kremer-Hayon, 2002). As Kremer-Hayon and Tillema (1999) stated, "The concept's potential is especially good in student teacher learning since prospective teaching professionals are likely to be confronted with modes of learning based on self-regulation to be adopted in their teaching" (p. 508).

The quality of ITE programmes can only be improved if teacher educators help student teachers identify the links between teaching and theory, and facilitate them in making the connections (Cheng, Cheng, & Tang, 2010). As part of the effective triadic/professional discussions the student teachers in the current research study were able to discuss (with

encouragement and support from visiting lecturers and associate teachers) their developing content and pedagogical content knowledge, and merge that knowledge with their practical experiences on practicum. Without improved pedagogical knowledge gained through supportive visiting lecturers and associate teachers, student teachers "would not have the strategies to help students improve their learning" (Timperley & Phillips, 2003, p. 631).

The effective visiting lecturers in the research study succeeded in shifting the theoretical ideas underpinning the student teachers' self-regulatory skills into a reality of practice, within the high stakes environment of practicum. What is also new in the current research study and missing from the literature, is how the effective visiting lecturers promoted complementary partnerships with associate teachers. The complementary aspect of the partnerships were particularly evident within the triadic/professional conversations when both visiting lecturers and associate teachers encouraged and promoted self-regulatory skills with student teachers. Just as students learn within their "zone of proximal development" supported by capable peers, student teachers learn more when supported by expert others (Hammerness et al., 2005). The effective visiting lecturers engaged with, and monitored, the student teachers' progress, and supported their learning constructively and effectually 'pushing the boundaries' of their role, in partnership with the associate teachers.

Implications for future practice. Within the research study there was variation in the quality of the effectiveness and the nature of the feedback given by visiting lecturers and associate teachers to student teachers, in support of their learning. ITE should consider the aspects of pedagogical conversations which promote the strategies and skills of self-regulation, and student teachers taking responsibility for their own learning. Sustaining improvement in teaching and learning is dependent on student teachers developing professional, self-regulatory skills, using them to inquire into the effectiveness of their practice, and continue to make

adjustments to their practice (Timperley, 2008). The capacity for intelligent and adaptive action is at the heart of teaching, and such skills will develop over time (Shulman & Shulman, 2004).

But the mentoring of student teachers in the promotion of self-regulatory skills is a complex task, and one for which most school-based teacher educators (associate teachers) receive no specific mentoring training (Clarke & Riecken, 2000). It was also apparent from the research findings that the visiting lecturers needed to have a clear understanding of the importance of teaching and modelling the skills of self-regulation to student teachers, and the implications of that learning for their practice. Likewise, student teachers themselves in ITE need to have an awareness of being self-regulatory and the importance of developing those particular skills and behaviours. Those involved in ITE need "to encourage student teachers to learn as professionals, to construct their practical knowledge, to develop an attitude of reflective inquiry and to experiment with ideas and teaching skills (Kremer-Hayon & Tillema, 1999, p. 508). Without this rationale and real understanding it is more than likely only superficial learning will occur.

Implications for Future Research

This study has implications for ITE and those associated with delivering policy and practice in faculties of educations and universities. Teaching student teachers is certainly demanding, because of the requirement to model practices, construct powerful learning experiences, support progress, understanding and practice, and to assess students and help link theory and practice (Bransford et al., 2005). A salient concern, however, is that, while initial teacher educators say they promote self-regulated learning, it is important that at an organisational level, the teaching of self-regulatory practices and strategies to student teachers should not be left to chance, and should be added to the above list of requirements.

The study acknowledges the significance of consciously shifting the perception of student teachers, to not merely passing the practicum, but also being about acquiring and

learning self-regulatory skills. As indicated in this chapter the skills of self-regulation are a crucial aspect of learning not only for student teachers but also for the learners they teach. Further, Zimmerman (2002) added that self-regulation is important, because one of the major functions of education is the development of life-long learning skills, and involves the self-awareness, self-motivation and behavioural skills and dispositions necessary to put that knowledge into practice. For that reason there is a need for more empirical studies, to examine and develop the teaching of self-regulatory skills to student teachers at each of the year levels in ITE programmes.

This research study has highlighted the need to explore how student teachers themselves regard self-regulation and learning on practicum. The small scale nature of this research study is acknowledged as a limitation. The data were generated from a sample of seven visiting lecturers, 18 associate teachers, 18 student teachers, and three initial teacher leaders from two ITE programmes. While sufficient data were collected to explore and analyse participants' perceptions, the findings cannot be generalised to visiting lecturers within the programmes, nor to other ITE programmes or institutions.

A further point to be considered is how, within ITE, changes can be made in assisting the more compliance-oriented visiting lecturers into more learning-oriented visiting lecturers, with the appropriate skills of supporting self-regulated learning with student teachers. If initial teacher educators want student teachers to develop higher order skills of learning and thinking, the identification of the understandings and skills, and the learning experiences need to be supported and encouraged for progress to occur (Bransford et al., 2005). Research (e.g., Zimmerman & Schunk, 2001) emphasises the importance of role models and how learners should be 'scaffolded into' self-regulated practice. My contention is that effective visiting lecturers using high quality examples of practice through effectual conversations and discussions can play a crucial role in this process.

Concluding Comment

What became evident in the current research study was that some visiting lecturers can excel in their role at supporting student teacher learning, through explicit use of the teaching of the skills of self-regulation which, in turn, can foster the development of adaptive competence, an integral part of being an effective teacher. Those visiting lecturers who excelled in their role were noticeably motivated by their desire to see the student teachers succeed and challenge themselves in their learning. However, ITE providers cannot rely on a random selection of visiting lecturers being motivated to change the practices of student teachers whom they visit on practicum and happen to have the skills to do so. There needs to be a greater response of all visiting lecturers being motivated towards changing their practice, and acquiring an improved knowledge and skill base. The incorporation of self-regulatory skills by visiting lecturers and associate teachers in partnership with each other, supporting student teachers and their learning should be a central part of any professional development programme.

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Appendix A:

Consent Form Dean

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Request for Site Access

Consent form: Dean of the Faculty

The University of Auckland

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that participants can withdraw from the project at any time without having to give a reason, and that they can also ask for the information they provided to be withdrawn from the study up until two weeks after the interviews/observations.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only to the researcher.

I understand findings will be used as part of the researcher's doctorate and publications and conference presentations.

I understand that the University's involvement in the study will be kept anonymous and that the study will be written in a way that protects the University's identity and pseudonyms will be used for all participants.

I give my assurance that any visiting lecturer's or teacher education programme leader's agreement to participate or not participate in this study will not affect their employment and student teachers their grades or academic relationships with the University.

I agree for the researcher to ask Practicum Office for assistance to distribute Participant Information Sheets and Consent Forms for the study of visiting lecturers who make practicum visits to student teachers in the Graduate Diploma in Teaching (Primary) programme (Practicum 3, 2012) and the Bachelor of Education (Teaching) programme (Practicum 2, 2012).

I agree for the researcher to ask Practicum Office for assistance to distribute Participant Information Sheets and Consent Forms for the study to student teachers in the Graduate Diploma in Teaching (Primary) programme (Practicum 3, 2012) and the Bachelor of Education (Teaching) programme (Practicum 2, 2012).

I understand I can withdraw site access.

I, ... (name) agree for the researcher to have site access and invite participants (Visiting Lecturers, Teacher Education Programme leader and Student Teachers), to take part in the above research project.

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix B:

Participant Information Sheet Practicum Office

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Participant information sheet: Practicum Office

Research project title: The role of the visiting lecturer in promoting student teacher learning.

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to ask you to provide assistance with recruitment but not as a research participant.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

I am asking your assistance to do the following:

- Disseminate information about the study (Participant Information Sheets and Consent forms) to visiting lecturers who visit student teachers in the Graduate Diploma in Teaching(Primary) Programme in Practicum 3, 2012 and Bachelor of Education (Primary) Programme in practicum 2 2012. Also to disseminate information about the study (Participant Information Sheets and Consent forms) to student teachers in the Graduate Diploma in Teaching(Primary) Programme in Practicum 3, 2012 and Bachelor of Education (Primary) Programme in practicum 2.

I have received the Dean's approval to approach the practicum office for assistance in distributing the recruitment documents. I would be pleased to give more information about the project and answer any questions.

Yours sincerely

Researcher
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
l.mcdonald@auckland.ac.nz

Supervisors:
Professor Helen Timperley
Faculty of Education
University of Auckland
6238899 ext 87401
h.timperley@auckland.ac.nz

Dr Helen Dixon
Deputy Dean
Faculty of Education
University of Auckland
6238899 ext 48547
h.dixon@auckland.ac.nz

HOD contact details
Associate Professor Christine Rubie-Davies
Head of School
Learning, Development and Professional Practice
Faculty of Education
University of Auckland
6238899 ext 82974
c.rubie-davies@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix C:

Consent Form Practicum Office

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Practicum Office

Research project title: The role of the visiting lecturer in promoting student teacher learning.

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I agree to distribute information packs (Participant Information Sheets, Consent forms, preaddressed envelope for the return of the signed consent form) to the appropriate visiting lecturers and student teachers on Practicum 2, 2012 in the Graduate Diploma in Teaching (Primary) programme and Bachelor of Education (Primary) 2012. Yes/No

I, ... (name) agree to provide assistance with recruitment in the above research project to be conducted by Lyn McDonald

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix D:

Participation Information Sheet Visiting Lecturer

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Participant information sheet

Visiting lecturer: (Interview and taping of triadic discussion)

R**esearch project title:** The role of the visiting lecturer in promoting student teacher learning.

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to invite you to participate in a research study. The aim of the research is to investigate multiple perspectives of the visiting lecturer's specific role and relevance to student teacher learning on practicum. The multiple perspectives will be from the viewpoints of visiting lecturers, student teachers, teacher education programme leaders and associate teachers. The study will also investigate alignments and links between the student teacher learning at a University and in participating schools and how the visiting lecturer facilitates or otherwise this partnership.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

If you agree to participate in this study you would be involved in one semi-structured interview lasting between 45-60 minutes and would agree to the triadic/professional discussion (3 way discussion between the visiting lecturer, associate teacher and student teacher) and initial practicum meeting being taped. The interview (between the researcher and visiting lecturer) would be held at a time and place convenient to the participants. Your signed consent would be gained prior to the triadic discussion and interview. If you agree I would like to audio record the triadic and interview. You can request that the recorder be turned off at any time. Triadic and interview recordings will be transcribed and the transcriber asked to sign a confidentiality agreement.

You can withdraw from the project at any time and ask for data to be withdrawn up until two weeks after the interview (not for the triadic discussion) has occurred. Consent forms will be kept in a locked filing cabinet in my office for a period of six years and then be destroyed. Access to the data will be restricted to me, the transcriber and my supervisors. On completion of the study (2014) the interview

recordings and transcripts will be put in a locked filing cabinet in my office for a period of six years. After this time, all data and the consent forms will be destroyed by shredding or recordings deleted.

In giving access to the Faculty site the Dean of the Faculty has given his assurance that your participation/non participation will not affect your employment at the University.

The study will be written in a way that protects the University's identity and you will be given a pseudonym to protect your identity.

You will be provided with a summary of the findings. The findings will be written up for future publications and conference presentations and are also part of my doctoral studies. If you are willing to participate in the study please complete the enclosed Consent form and return it to my pigeon hole in A or H block.

I would be pleased to give more information about the project and answer any questions. If you have any further questions or concerns they can be directed to the Dean or my supervisors as listed below.

Yours sincerely

Researcher
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
l.mcdonald@auckland.ac.nz

Supervisors:
Professor Helen Timperley
Faculty of Education
University of Auckland
6238899 ext 87401
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Dr Helen Dixon
Deputy Dean
Faculty of Education
University of Auckland
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HOD contact details
Associate Professor Christine Rubie-Davies
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Faculty of Education
University of Auckland
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APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHIC COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix E:

Consent Form Visiting Lecturer

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Visiting Lecturer (Interview and taping of triadic discussion)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that I can withdraw from the project at any time without having to give a reason, and that I can also ask for the information I have provided to be withdrawn from the study up until two weeks after the interview (not the triadic discussion).

I understand that the Dean has given an assurance that my decision to participate or not participate in this project will in no way influence my employment or standing in the University.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only by the researcher.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand that my name will not be used in any written or oral presentation and my privacy will be respected.

I understand that the study will be written in a way that protects the University's identity and I will be given a pseudonym.

I understand findings will be used as part of the researcher's doctoral requirements for Doctor of Education and publications and conference presentations.

I agree to the interview/triadic discussion/initial meeting being 45- 60 minutes in length and being audio-recorded, and understand the audio recorder can be turned off at any time Yes/No

I agree to not disclose anything discussed in the triadic discussion. Yes/No

I, ... (name) agree to take part in the above research project to be conducted by Lyn McDonald

I would like to receive a copy of my interview transcript: Yes ☐

No ☐

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

<u>If you answered "Yes" to either of the two questions above, please provide your contact details:</u>

Address: .....

Telephone: .....

Email: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix F:

Participant Information Sheet Student teacher

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Participant information sheet

Student teacher (taping of triadic/professional discussion)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to invite you to participate in a research study as part of the requirements of my Doctor of Education. The aim of the research is to investigate multiple perspectives of the visiting lecturer's specific role and relevance to student teacher learning on practicum. The multiple perspectives will be from the viewpoints of visiting lecturers, student teachers, teacher education programme leaders and associate teachers. The study will also investigate alignments and links between the student teacher learning at a University and in participating schools and how the visiting lecturer facilitates or otherwise this partnership.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

If you agree to participate in this study you would be involved in one taped triadic/professional discussion (with your visiting lecturer, associate teacher and yourself) and initial practicum meeting. The triadic would be held at a time and place convenient to the three of you. Your signed consent would be gained prior to the interview. If you agree I would like to audio record the interview. You can request that the recorder be turned off at any time. Interview recordings will be transcribed and the transcriber asked to sign a confidentiality agreement.

You can withdraw from the project at any time. Consent forms will be kept in a locked filing cabinet in my office for a period of six years and then be destroyed. Access to the data will be restricted to me, the transcriber and my supervisors. On completion of the study (2014) the interview recordings and transcripts will be put in a locked filing cabinet in my office for a period of six years. After this time, all data and the consent forms will be destroyed by shredding or recordings deleted.

In giving access to the Faculty site the Dean of the Faculty has given his assurance that your participation/non participation will not affect your grades nor academic relationships with the university. Participation is voluntary.

The study will be written in a way that protects the University's identity and you will be given a pseudonym to protect your identity.

You will be provided with a summary of the findings. The findings will be written up for future publications and conference presentations and are also part of my doctoral studies. If you are willing to participate in the study please complete the enclosed Consent form and return it to my pigeon hole in A or H block.

I would be pleased to give more information about the project and answer any questions. If you have any further questions or concerns they can be directed to the Dean or my supervisors as listed below.

Yours sincerely

Researcher
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
l.mcdonald@auckland.ac.nz

Supervisors:
Professor Helen Timperley
Faculty of Education
University of Auckland
6238899 ext 87401
h.timperley@auckland.ac.nz

Dr Helen Dixon
Deputy Dean
Faculty of Education
University of Auckland
6238899 ext 48547
h.dixon@auckland.ac.nz

HOD contact details
Associate Professor Christine Rubie-Davies
Head of School
Learning, Development and Professional Practice
Faculty of Education
University of Auckland
6238899 ext 82974
c.rubie-davies@auckland.ac.nz

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix G:

Consent Form Student Teacher

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Student teacher (taping of triadic/professional discussion)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that I can withdraw from the project at any time without having to give a reason.

I understand that the Dean has given an assurance that my decision to participate or not participate in this project will in no way influence my grades nor academic relationships with the university.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only by the researcher.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand that my name will not be used in any written or oral presentation and my privacy will be respected.

I understand that the study will be written in a way that protects the University's identity and I will be given a pseudonyn.

I understand findings will be used as part of the researcher's doctoral requirements for Doctor of Education and publications and conference presentations.

I agree to the taped triadic/professional discussion and initial practicum meeting being audio-recorded and understand the audio recorder can be turned off at any time Yes/No

I agree to not disclose anything discussed in the triadic discussion. Yes/No

I, ... (name) agree to take part in the above research project to be conducted by Lyn McDonald

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

If you answered "Yes" to the question above, please provide your contact details:

Mailing address:

Telephone: .....

Email: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix H:

Request for School Access

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Request for site access (School)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

Principal

Dear

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to invite your associate teachers to participate in a research study. The aim of the research is to investigate multiple perspectives of the visiting lecturer's specific role and relevance to student teacher learning on practicum. The multiple perspectives will be from the viewpoints of visiting lecturers, student teachers, teacher education programme leaders and associate teachers. The study will also investigate alignments and links between the student teacher learning at a University and in participating schools and how the visiting lecturer facilitates or otherwise this partnership.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

I am asking your consent to do the following-

- To agree for me to invite associate teachers in your school who either supervised student teachers in practicum 2, 2012 BEd (Tchg) or practicum 3 (Grad Dip Tchg (Primary) to participate in one interview of 45-60 minutes. All interviews will be held at a time and place agreed by the associate teachers and myself. The interviews will be audio-recorded and transcribed. The participants do not have to answer every question. They can withdraw from the study at any time. Copies of the Participant information sheets for the associate teachers outlining the nature of their involvement in the study are included with this letter for your information.

- To agree for me to invite the associate teachers who have student teachers in their classrooms in the Graduate Diploma in Teaching (Primary) programme- practicum 3 2012 or Bachelor of Education (Primary) practicum 2 2012 to have the triadic/professional discussion with the visiting lecturer and student teacher audio-recorded, for which consent will be gained.

You have the right to withdraw site access. I ask for your assurance that any associate teacher agreement to participate or not participate in this study will not affect their employment or relationship with the School.

Consent forms will be kept in a locked filing cabinet in the researcher's office for a period of six years and then be destroyed. Access to the data will be restricted to the researcher and participant. On completion of the study (2014) the interview recordings and transcripts will be put in a locked filing cabinet in the researcher's office for a period of six years. After this time, all data and the consent forms will be destroyed through shredding or the deletion of files.

The study will be written in a way that protects the school's identity. Pseudonyms will be used for all participants and names removed from all the documents. The findings will be written up for future publications and conference presentations and are also part of my doctoral requirements.

Thank you for considering my request.

Yours sincerely
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
l.mcdonald@auckland.ac.nz

My supervisors are:

Professor Helen Timperley
Faculty of Education
University of Auckland
6238899 ext 87401
h.timperley@auckland.ac.nz

Dr Helen Dixon
Deputy Dean
Faculty of Education
University of Auckland
6238899 ext 48547
h.dixon@auckland.ac.nz

HOD contact details

Associate Professor Christine Rubie-Davies
Head of School
Learning, Development and Professional Practice
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APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix I:

Consent Form Principal

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Principals

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that participants can withdraw from the project at any time without having to give a reason.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data, will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only to the researcher.

I understand findings will be used as part of the researcher's doctorate and publications and conference presentations.

I give my assurance that any associate teacher agreement to participate or not participate in this study will not affect their employment or relationship with the School.

I understand I can withdraw site access.

I, ... (name) agree for the researcher to have site access and invite participants (associate teachers), to take part in the above research project.

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix J:

Participant Information Sheet ITE leaders

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Participant information sheet

Initial Teacher Education Programme leaders

Research project title: The role of the visiting lecturer in promoting student teacher learning.

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to invite you to participate in a research study. The aim of the research is to investigate multiple perspectives of the visiting lecturer's specific role and relevance to student teacher learning on practicum. The multiple perspectives will be from the viewpoints of visiting lecturers, student teachers, teacher education programme leaders and associate teachers. The study will also investigate alignments and links between the student teacher learning at a University and in participating schools and how the visiting lecturer facilitates or otherwise this partnership.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

If you agree to participate in this study you would be involved in one semi-structured interview lasting between 45-60 minutes. The interview would be held at a time and place convenient to you. Your signed consent would be gained prior to the interview. If you agree I would like to audio record the interview. You can request that the recorder be turned off at any time. Interview recordings will be transcribed and the transcriber asked to sign a confidentiality agreement. If you would like a copy of the interview transcript, it will be sent to you for verification and/or amendment.

You can withdraw from the project at any time and ask for data to be withdrawn up until two weeks after the interview has occurred. Consent forms will be kept in a locked filing cabinet in my office for a period of six years and then be destroyed. Access to the data will be restricted to me, the transcriber and my supervisors. On completion of the study (2014) the interview recordings and transcripts will be put in a locked filing cabinet in my office for a period of six years. After this time, all data and the consent forms will be destroyed by shredding or recordings deleted.

In giving access to the Faculty site the Dean of the Faculty has given his assurance that your participation/non participation will not affect your employment at the University.

The study will be written in a way that protects the University's identity and you will be given a pseudonym to protect your identity.

You will be provided with a summary of the findings. The findings will be written up for future publications and conference presentations and are also part of my doctoral studies. If you are willing to participate in the study please complete the enclosed Consent form and return it in the self- addressed envelope.

I would be pleased to give more information about the project and answer any questions. If you have any further questions or concerns they can be directed to the Dean or my supervisors as listed below.

Yours sincerely

Researcher
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
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Supervisors:

Professor Helen Timperley
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APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix K:

Consent Form ITE Programme Leader

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Initial Teacher Education Programme Leader

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that I can withdraw from the project at any time without having to give a reason, and that I can also ask for the information I have provided to be withdrawn from the study up until two weeks after the interview/observation.

I understand that the Dean has given an assurance that my decision to participate or not participate in this project will in no way influence my employment or standing in the University.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only by the researcher.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand that my name will not be used in any written or oral presentation and my privacy will be respected.

I understand that the study will be written in a way that protects the University's identity and I will be given a pseudonym.

I understand findings will be used as part of the researcher's doctoral requirements for Doctor of Education, publications and conference presentations.

I agree to the interview being 45-60 minutes in length and being audio-recorded, and understand the audio recorder can be turned off at any time Yes/No

I, ... (name) agree to take part in the above research project to be conducted by Lyn McDonald

I would like to receive a copy of my interview transcript: Yes ☐

No ☐

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

<u>If you answered "Yes" to either of the two questions above, please provide your contact details:</u>

Address: .....

Telephone: .....

Email: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix L:

Participant Information Sheet Associate Teacher

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Participant information sheet

Associate teacher (Taping of the triadic/professional discussion)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

My name is Lyn McDonald and I am currently undertaking a Doctor of Education at The University of Auckland. I am also a staff member of the Faculty of Education, employed at the Epsom Campus. I am writing to invite you to participate in a research study. The aim of the research is to investigate multiple perspectives of the visiting lecturer's specific role and relevance to student teacher learning on practicum. The multiple perspectives will be from the viewpoints of visiting lecturers, student teachers, teacher education programme leaders and associate teachers. The study will also investigate alignments and links between the student teacher learning at a University and in participating schools and how the visiting lecturer facilitates or otherwise this partnership.

The aims of the study are to:

- gather visiting lecturer perceptions of their role in contributing to student teacher learning during practicum,
- document practices which from the visiting lecturers' perspectives, contribute (or not) to student teacher learning during practicum,
- identify the ways the visiting lecturer role (in student teacher learning) is perceived by key players within the practicum? (i.e. the visiting lecturer, the student teacher, the associate teacher and teacher education programme leaders),
- document the alignment and links which exist between the learning at the university and the learning at the schools for the student teacher? To identify how and in which ways the visiting lecturer promotes this alignment and how the partnership can be negotiated and strengthened?

If you agree to participate in this study you would be involved in the taping of the triadic/professional discussion lasting between 45-60 minutes which would be held at a time and place convenient to the participants. Your signed consent would be gained prior to the triadic discussion. If you agree I would like to audio record the triadic discussion. The triadic recordings will be transcribed and the transcriber asked to sign a confidentiality agreement.

You can withdraw from the project at any time. Consent forms will be kept in a locked filing cabinet in my office for a period of six years and then be destroyed. Access to the data will be restricted to me, the transcriber and my supervisors. On completion of the study (2014) the interview recordings and transcripts will be put in a locked filing cabinet in my office for a period of six years. After this time, all data and the consent forms will be destroyed by shredding or recordings deleted.

In giving access to the school site the principal has given his/her assurance that your participation/non participation will not affect your position at the school.

The study will be written in a way that protects the school's identity and you will be given a pseudonym to protect your identity.

You will be provided with a summary of the findings. The findings will be written up for future publications and conference presentations and are also part of my doctoral studies. If you are willing to participate in the study please complete the enclosed consent form and return it to the address below in the stamped addressed envelope provided.

I would be pleased to give more information about the project and answer any questions. If you have any further questions or concerns they can be directed to the Dean or my supervisors as listed below.

Yours sincerely

Researcher
Lyn McDonald
Senior Lecturer
Faculty of Education
University of Auckland
6238899 ext 48710
l.mcdonald@auckland.ac.nz

Supervisors
Professor Helen Timperley
Faculty of Education
University of Auckland
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Dr Helen Dixon
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h.dixon@auckland.ac.nz

HOD contact details
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APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix M:

Consent Form Associate Teacher

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Consent form: Associate teacher (Taping of the triadic/professional discussion)

Research project title: The role of the visiting lecturer in promoting student teacher learning.

Researcher: Lyn McDonald

I have read the information sheet and understand that the project will be conducted as described in the Participant Information Sheet.

I have had the opportunity to have questions about the project answered to my satisfaction. I understand that I may ask further questions at any time.

I understand that I can withdraw from the project at any time.

I understand that the principal has given an assurance that my decision to participate or not participate in this project will in no way influence my employment in the school.

I understand transcripts, consent forms and data will be stored securely for a period of six years and then destroyed. Consent forms stored separately from other data will be kept in a locked cupboard at the Faculty of Education. Data stored electronically will have all identifying information removed so as to be identifiable only by the researcher.

I understand that the information will be stored securely by the researcher and the person responsible for the transcriptions of the interviews.

I understand that my name will not be used in any written or oral presentations.

I understand that the study will be written in a way that protects the school's identity and I will be given a pseudonym.

I understand findings will be used as part of the researcher's doctoral requirements for Doctor of Education and publications and conference presentations.

I agree to the taping of the triadic discussion being audio-recorded and understand the audio recorder can be turned off at any time Yes/No

I agree to not disclose anything discussed in the triadic discussion. Yes/No

I, ... (name) agree to take part in the above research project to be conducted by Lyn McDonald

I would like to receive a copy of the brief summary of the research findings: Yes ☐

No ☐

Signature: .....

Date: .....

If you answered "Yes" the question above, please provide your contact details:

Address: .....

Telephone: .....

Email: .....

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 7/5/12 for (3) years
Reference Number 7892

Appendix N:

Visiting Lecturer Interview Questions

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Research project title: The role of the visiting lecturer in promoting student teacher learning

Indicative questions/areas

- What are the 3 most important/key things you do as a visiting lecturer? Why are they important?
- What knowledge, skills and personal attributes does a visiting lecturer need? Can you give me some examples? Why do you think these are important in student teacher learning? What specific knowledge do you bring to the role?
- What knowledge do you have about other areas of the programme which are taught at University? Do you have discussions with other lecturers about other subject areas and what you might be observing?
- Can you think of any alignments or links which exist between learning at the university and learning at the schools for the student teacher? Who do you think promotes this alignment? Why? Are there ways these links could be improved?
- Explain how you work together with schools and associate teachers. What are some of the strategies and practices you follow? Why are these important for student teacher learning?
- Can we focus more specifically on the observation visit? What are the 3 key things you are looking for? Why? What knowledge of the student teacher's overall progress do you have? How have you gained that knowledge? What happens if a student is having difficulty? How do you handle this situation?
- In the triadic what part does each person play (VL, ST AT)? How do structure the triadic discussion? Do you talk to the student teachers about the linking of their learning at university and learning in schools? Are there specific examples you can describe? – teaching practice (what are you looking for? Can you tell me some specific things?) pedagogical knowledge, content knowledge, curriculum areas, management of the class. Why is this important/not important, children's learning outcomes, catering for individual children's needs, differentiating the curriculum, written practicum file (how important is this? What does it tell you about the student teacher?)
- Do you talk about student teacher's goal setting? Tell me about the conversation. Do you talk to them about how they can improve their practice, things they are doing well? Not so well? Do you give more feedback on these aspects? Why do you talk about these aspects specifically? Do you monitor their goals?
- How do you encourage self-regulation with student teachers? Can you give me an example? How do you work with the associate teacher in promoting self-regulation? What do you see as the importance of it? (or not)Are there any particular strategies you use to encourage student teachers to take responsibility for their own learning- examples?
- How do you think you encourage/help student teachers to identify where they go next in their learning/what they need to work on? Is there a way you help student teachers transfer formal knowledge to practice? Have you an example of a student teacher who asked questions or sought

help in relation to their own learning? Do you talk to student teachers about how this might make a difference to children's learning? Does the feedback you give student teachers talk about superficial aspects of their practice or is the feedback more related to changing their practice in a more effective way? Examples?

- Can you identify any specific visiting lecturer practices that contribute (or not) to successful student teacher learning on the practicum? e.g., You might give very specific feedback notes on things you have observed and would like the student teacher to continue working on. When you give the student teacher feedback can you describe what kind of knowledge you are drawing on personally? Do you talk to the student teachers about their responses and feedback to individual learners in the classroom? Why? What might you comment on?
- What kinds of documentation do you refer to/hand out to the student teachers? – email communication? What do you write about in your feedback notes/practicum reports? Why are these important? What do you focus on when you are writing these reports or notes? Why? Do you discuss them with the student teacher? Why?
- How important (or not) do you believe the role of the visiting lecturer to be? Why? Why not? Do you talk about teaching as a profession?
- How can the visiting lecturer role be strengthened for student teachers on practicum? Does it need to be strengthened? Can you identify any specific ways? Why these ways in particular? What challenges do you face in regard to the visiting lecturer role? How can these be overcome?

Final comments?

Appendix O:

Associate Teacher Interview Questions

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Research project title: The role of the visiting lecturer in promoting student teacher learning

Indicative questions/areas

- Begin with introductions and a description in general of the study.
- How does the role of the visiting lecturer complement the associate teacher role? How do you see the role of the visiting lecturer? What are some of the key things they do in their role? Which aspects do you think are more important? Why? Can you describe some of those differences? Why are they different?
- What do you think student teachers understand the role of the visiting lecturer to be? Can you give me some examples?
- Are there any specific visiting lecturer practices that you feel ensure learning during practicum is successful for student teachers? Can you give me some specific practices you have seen on practicum? Why or why not do you think these are important?
- Can you tell me some specific things in relation to student teachers? Like pedagogical knowledge, content knowledge, curriculum areas, management of the class. Why is this important/not important, children's learning outcomes, catering for individual children's needs, differentiating the curriculum.
- How do you think you encourage/help student teachers to identify where they go next in their learning/what they need to work on? Is there a way you help student teachers transfer formal knowledge to practice? Have you an example of a student teacher who asked questions or sought help in relation to their own learning? Do you talk to student teachers about how this might make a difference to children's learning?
- How do you work (or not) with the visiting lecturer in promoting student teacher learning? What is important about working together? How do you encourage self-regulation with student teachers? Can you give me an example? What do you see as the importance of it? (or not) Are there any particular strategies you use to encourage student teachers to take responsibility for their own learning- examples?
- Can you think of any alignments or links which exist between learning at the university and learning at the schools for the student teacher? Who do you think promotes this alignment? Why? Are there ways these links could be improved?
- How can the visiting lecturer role be strengthened for student teachers on practicum? Does it need to be strengthened? Can you identify any specific ways? Why these ways in particular? What do you think are some of the challenges/benefits of the visiting lecturer role? Frustrations of their role?

Final comments?

Appendix P:

Interview Questions ITE Leaders

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION
Te Kura Akoranga o Tamaki Makaurau
INCORPORATING THE AUCKLAND COLLEGE OF EDUCATION

Gate 3, 74 Epsom Avenue
Auckland, New Zealand
Telephone 64 9 623 8899
Facsimile 64 9 623 8898

Research project title: The role of the visiting lecturer in promoting student teacher learning

Indicative questions/areas

- Begin with introductions and a description in general of the study.
- Can you describe the size of your programme- numbers of students in both Graduate Diploma in Teaching (Primary) programme and/or Bachelor of Education (Teaching)
- Can you explain to me how this university organizes its visiting lecturers- who visits? Are they mainly from the staff, are they organized according to curriculum/professional areas of teaching, do you have many contract lecturers? Why do lecturers not visit? How often do VLs go out to the schools? Do they do pre practicum visits, observations visits, triadic discussions, post practicum follow ups? How are visiting lecturers assigned to schools? What are the advantages/disadvantages of the way the university organizes the visiting lecturers?
- What challenges do universities face in regards to the visiting lecturer role? How can these be overcome?
- Are there any induction processes for new visiting lecturers? Do visiting lecturers have job descriptions- are they lodged somewhere?
- The practicum documentation- what expectations does your university have for practicum folders, e- portfolios, practicum reports- who passes/fails the student teachers- the university/school? What happens to visiting lecturer reports? Is the visiting lecturer role part of APR discussions? Why/why not?
- Do you have assignments on practicum which link back to university course work? Can you describe these? Benefits to student teacher learning?
- Does the university have alignments and links to the schools? Any formal/informal partnerships? Can you describe them? What are the benefits/drawbacks of these? Are there any specific practices your university follows in relation to partnerships with schools?
- How can the visiting lecturer role be strengthened for student teachers on practicum? Does it need to be strengthened? Can you identify any specific ways? Why these ways in particular?

Final comments?

Appendix Q:

Some categories which emerged from the data during the coding process

The idiosyncratic nature of the visiting lecturer role

- Idiosyncratic in terms of approach, beliefs and time spent
- Triadics/professional conversations were run according to the needs of the ST
- Is it really about the needs of the ST or is the reality that is the way the VL runs it so that is their preferred way
- Espoused theory/theory in use
- Difference between the contract and academic VLs – mainly about the time spent
- Some VLs, ATs and STs talked about what they observed in the lesson (in the triadic) while others talked about children's learning, reflections and linked to philosophies and goals. Some VLs were compliant and went through and ticked boxes for the LOs

Conversations with the visiting lecturer and associate teacher

- Professional conversations about learning and reflection
- Discussions about STs managing their own learning –how that happens
- Discussions about goals and goal setting
- Discussions about teaching skills in general and how to construct and manage a productive class
- Discussions about pedagogy and developing the ST's theory of teaching effectiveness
- Discussion about importance of content knowledge and pedagogical content knowledge
- Developing theories of learning and nature of learning
- Developing a philosophy of teaching which related to beliefs about children's learning and practice
- Learning is social and often collaborative
- Where to next for ST?
- Personal beliefs and values of VL, AT and ST expressed

Partnerships

- Complementary between the three- VL and AT and ST
- VL working together with AT
- Support from both VL and AT for ST
- Trust and respect from all partners
- Between the schools and university- VLs were representing the university
- Communities of practice- socio-cultural view of learning
- Some STs questioned the expertise or otherwise of ATs and VLs
- Link to university learning for example literacy, inquiry

Self-regulation of learning

- Setting goals which were meaningful to STs and challenging enough
- Attainment of goals/setting goals for next practicum
- Pose questions to guide future teaching and learning with goals
- Planning and evaluating goals
- Choose effective strategies to monitor performance (evidence based)
- Self-reflection for monitoring and evaluating goals
- Assessing progress and choosing strategies to improve or change
- Asking for help if necessary
- Critical reflection
- Adaptive expert versus routine expert- what is the role of the VL?
- ST's emotions and motivation to learn
- Positive beliefs about themselves as learners- self-efficacy

Metacognitive skills

- Having the necessary procedural knowledge for teaching
- Monitoring their own learning
- Select methods to help them reach goals
- Provide evidence children had learnt

Constructive feedback/feedforward

- To improve skills and build self-efficacy of ST through practicum
- Goal setting (jointly constructed with VL and AT)
- Regular, meaningful feedback from VL and AT
- Feedforward

Importance of relationships

- Support and encouragement
- Emotional support
- Learning support
- Clear and available communication for example email, texting
- Approachable
- Valued the VL's professionalism and knowledge
- Being critical friends
- Confidantes

The visiting lecturer should have

- Knowledge- both content and pedagogical content knowledge
- Teaching experience
- Teaching knowledge
- Knowledge of how children learn
- A theory of practice which they can talk about

Appendix R:

Example of open coding and flow chart of responses

INTERVIEW ONE: RELATED TO RESEARCH QUESTIONS:

1. How do you encourage self-regulation with student teachers?
2. Can you give me an example?
3. Are there any particular strategies you use to encourage student teachers to take responsibility for their own learning?

Interviewer:
If you are promoting self-regulation for student teachers is there some particular way that you do it, any example that you've got?

Response:
So basically I work from the sort of the thrust of, you know, I encourage the students to be very proactive about their practice and very proactive about their professional development and so you know our conversations are always about unpacking where they think they are at, what they think they are doing well and where they think they need to work on and so we meet regularly throughout the practicum as you know. And that is always the basis of our conversation. So where are you at, how are you going with this, getting them to talk through where they feel they have improved or what things they are focussing on this week to improve or to develop or to modify or whatever. So that is the sort of emphasis I take. So I am always getting them to develop and ask questions of themselves and of their practice … so to really unpack. If things are going really well to really analyse why they went well. If things are not going well then again to really analyse okay so what happened there, what could I have done differently? So really using that frame that they already have, but using it in a really explicit and meaningful way.

Interviewer:
So is there a specific example, like you getting them, is it about professional practice or some part of their teaching practice or?

Response:
It might be about the way they are interacting with students. It might be about the way they are planning. It might be about the way they are managing the learning environment. It might be about the way they are, for example communicating with their associate if that is not doing well. How the different strategies that they might try. It might be often they have issues getting feedback, so it might be about ways that they could actually improve that aspect of what is going on for them. It might be about building and understanding some aspect of their practice that they don't particularly have a good understanding about, so setting goals around how they can become more informed about that. Where they can go to find more information, who they can actually talk to, that sort of thing. So anything essentially. Getting them to goal set, to identify what strategies or what resources or what skills they need to actually utilise.

Interviewer:
How do you see that as being important for the student teacher in terms of their own learning?

Response:
Well I think to be metacognitive is the foundation of effective practice. I don't think that you can be an effective practitioner unless you are metacognitive because to be effective you have to be constantly unpacking…

INTERVIEW TWO

Research questions:

1. How do you encourage self-regulation with student teachers?
2. Can you give me an example?
3. Are there any particular strategies you use to encourage student teachers to take responsibility for their own learning?

Response
Yeah I think that I bring a deep sense of wanting students to learn and how they can create that kind of environment for learning. I have a deep knowledge of reflective practice. I understand how important it is to be an adaptive teacher. I also bring the ideas to give students confidence in planning and trying things differently I do believe that risk is an important part of your own teaching and learning. If you only ever do things safely then you're never going to learn anything and you never actually make any difference so I think that I give students confidence. I believe that they can all do it and I think that that's probably a key in terms of students feeling capable themselves, because if you can build them up and say this is what you can do and I know that you can do it and even though it scares the living daylights out of many of them, the ones that did the most spectacular teaching were those that actually took that risk.

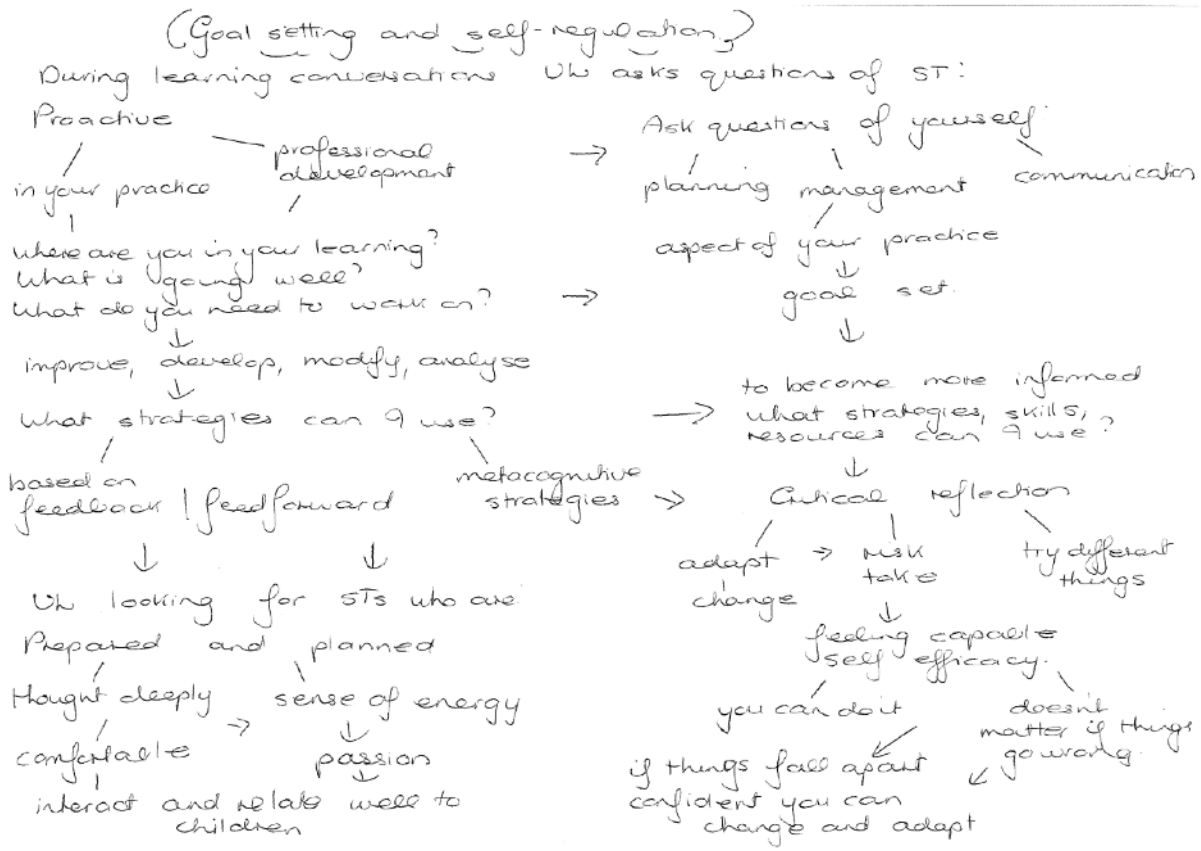
Interviewer
Is it the confidence in their own ability and that's the learning curve?

Response
It is yeah. And it doesn't matter if things go wrong. They all said to me, it doesn't matter if things go wrong and I fall over.

Interviewer
Okay so on the observation visit what do you actually look for in their learning?

Response
Okay the first thing I'm looking for is that the student is prepared, has planned really well, has thought deeply about it, has everything sorted in his or her own mind of what they're going to be doing. I then want, so once that's sorted and I've had a look through their planning and whatever and I feel that yeah they're ready to go I then look at their comfortableness in the classroom, that they feel comfortable, that they feel relaxed, they're enjoying what they're doing, they've developed this really lovely relationship with the kids. They inter-react and related really well to the kids. They have a sense of energy and enthusiasm about what they're teaching and they show that real passion for teaching so it's not just another pedestrian kind of, oh we're now going to do reading. I want to see them really ignite those kids and I want the kids to look excited when you go in there. I want them to be thinking too all the time about so if something does happen that things fall apart a bit, have you thought about Plan B, have you thought about being so well planned that it doesn't matter if things absolutely don't go the way you want them to do. I want them to feel really confident in their teaching and I want them also while they're doing that teaching to be continually looking at kids, assessing kids as they're working with them, thinking about what's happening, prepared to change and adapt something along the way if things do fall over or whatever and I want them to actually enjoy what they're doing, that's what I look for.

Flow chart of responses



Appendix S:

Example of grouping codes (axial coding)

Open codes	Axial codes
Proactive in learning	Regulating own learning
Accepts responsibility for own learning	
Co-constructing new practice	
Encouragement received from VL and AT	
Motivation to achieve/not just ‘more of the same’	
Seeking new knowledge and skills to improve teaching and learning	
Complementary partnership between VL and AT	
Professional and emotional guidance	
Recognising and acknowledging areas to be worked on	Setting, monitoring and evaluating of goals
Challenging and appropriate	
What evidence to say you’ve met a goal	
Next steps?	
Content/pedagogical knowledge	
Theory/practice links	
Idiosyncratic in support for VLs and ATs	
Criteria for high/low goals – is it set? VL/AT knowledge	
Willingness to adapt and change	Adaptive expertise
Listening and adhering to feedback and feedforward	
Trying different things	
Socio-cultural learning	
Supporting innovation and risks in teaching	
Become more effective through supported practice	
Learn from their own teaching	

“You can do it’	Self-efficacy
Feeling able and capable	
Support from others – VL and AT	
Establishing positive relationships –recognising effective practice	
Metacognitive skills	Critical reflection
Thinking about thinking	
Examining own practice for effectiveness	
Critically reflective discussions	
Process of reflection leads to change	

Appendix T:

Selective coding

Extract from a flow chart which was developed after the open and axial coding process on self-regulation and goal setting

- Visiting lecturer role is idiosyncratic in terms of approach
- Setting goals and expectations with student teachers
- Planning, monitoring and evaluating goals important for some visiting lecturers
- Co-construction of goals with student teachers and associate teachers
- Quality of goal setting varies from high quality to low quality goals
- Checking the appropriateness and achievement of the goal
- Student teachers regulating their own learning
- Risk taking in goal setting
- Critical reflection on the progress of goals
- Motivation for future learning
- The social nature of learning together
- Tensions and inconsistencies of goal setting
- Feedback and feed forward on learning progress
- Becoming an adaptive learner with metacognitive, reflective skills
- Importance of curriculum and pedagogical knowledge and teaching skills

Goal setting on practicum

Who sets the goals?

- Practicum requirements (a learning outcome)
- Student teachers set their own goals initially based on their learning needs
- Confirmed by VL and AT

What are the goals focused on and how are they written?

- Two specific goals one focused on curriculum and one on disposition – the focus is on how each goal enhances ST professional development and learning(Grads)
- Format – Goal (SMART) – state the goal in one sentence
- Rationale – Why the goal was selected?

- Action plan- What do I need to achieve this goal?
- 'Next steps' practicum related goals are identified, actioned and evaluated (Year 2s)

When are they set and confirmed?

- Prior to practicum and at the initial meeting of student teachers with visiting lecturer
- Confirmed by VL, AT, ST during the first week of practicum
- Everyone does this (a requirement) – different ways and inconsistent
- Student teachers need guidance on clear, challenging, specific goals related to their teaching and learning- sometimes happens sometimes does not

Examples from data sets of setting goals

- An important feature of the initial meeting which linked to LOs
- Goals related to a range of curriculum areas including the teaching of maths, writing, science and technology and building expertise in these areas, and more specific goals such as the teaching of metacognitive skills and thinking strategies, effective questioning and inquiry learning
- One visiting lecturer talked about Blooms and SOLO taxonomy in terms of levels of questioning and differentiating learning as a possible goal
- Disposition examples of goals were commitment, resilience, cultural responsiveness, teacher as a learner and risk taking
- There were wide and expansive discussions from four VLs around all of these goals with the visiting lecturers guiding, adding to, questioning and asking for further explanations
- "Well the goals need to be specific too. And saying that your goal is behaviour management, is too broad, too general. What aspect of behaviour management are you talking about?"
- "And then email me your goals and I'll send feedback on that".
- "I look at their goals and talk about what their goals are and how they're going about achieving them and that also leads the conversation into various aspects of their teaching".
- "I'm glad I've held back saying this until the last, but make sure your goals are all doable and observable".
- "What about your goals and your ideas about this practicum? What do you want to come out of this practicum with, or what is so important for you in your goals and teaching?".
- "So you are all listening to each other's goals, because it's always helpful when you listen to other people's goals, and you have tried ideas and just help each other. It's part of being that collaborative learning community".
- "So you've all got really good goals, which I think is really, really important. In terms of your personal goal, we all have things that we do, and one of the things that is really easy to do as a teacher is, like I am doing at the moment, is to never shut up. So sometimes it's really good to have a goal that says teacher-talk less, students talk more, because you actually want to hear what students say".
- "Making sure you are really clear in the intended learning? So that you are really, really clear in your goal".

- “But you have to be really clear in your own understanding, so that your goal is not wishy washy, there is a theory underpinning it”.

Related tensions

- Student teachers might not know how to write goals or have understanding of what constitutes a high quality goal- neither might associate teachers or visiting lecturers leading to inconsistencies in calibre and writing of goals and inconsistencies in the judgement and achievement of a goal. Need to be taught goal-setting strategies. Very idiosyncratic approach by visiting lecturers. The consistency is all student teachers have to set goals
- Visiting lecturers need to say what constitutes a successful performance to meet goals- sometimes this is evident sometimes not
- Evidence of both high and low quality goals- no criteria given for goals to be judged against from the university – left up to individuals
- Goals need to have commitment to achievement on part of student teachers- must be manageable, appropriate and focused- STs need guidance on this-sometimes happened and sometimes not

Monitoring of goals during practicum

- Visiting lecturer discusses them at initial meeting- very idiosyncratic as to how this is done- not consistent- only limited professional development for student teachers on how to write goals– drawing on different frameworks of knowledge and feedback from associate teacher – how are they monitored?
- Feedback on appropriateness of the goal – hit and miss at times- do all associates know about goal setting? Probably not inconsistent – varies according to beliefs and knowledge of AT- some don’t check them
- Done through conversations, written feedback, student teachers evaluate their own goals and progress week by week. Some email goals to VL
- Process of self – regulation – developing, addressing and evaluating progress of goals. Some visiting lecturers were encouraging the student teacher to self-regulate their learning and it was not simply a matter of telling the student teachers what to do. Development of self-efficacy important for student teachers
- Critical reflection process by some STs- proactive about teaching and learning practice- what do you think went well? Why/why not? Changes to be made? What are you focusing on this week? Why? – What have you done differently in relation to your goals? Getting STs to goal set, identify strategies, resources, skills they need to utilize. Examples of emails and feedback from VLs asking student teachers questions of themselves and of their practice
- Several student teachers wanted more consistency from VLs in the writing, monitoring and achievement of goals- everyone had different experience

Examples from data sets of monitoring goals

- “I want to look first of all at your goals for the practicum, both the dispositional goal and the curriculum goal and to see what that means for you and whether it’s kind of a deep goal or just a surface goal”.
- “So for me that reflective process is really important because if student teachers want to move from that routine expert to the adaptive expert they actually have to have a really strong sense of their own practice and their own capacity for learning and capability”.

- "I do believe that risk is an important part of your own teaching and learning. If you only ever do things safely then you're never going to learn anything and you never actually make any difference".
- "Importance of self- regulation, having initiative you can't rely on others you must do it yourself".
- "…you must know yourself where you're going and where your goals are heading for, you have to do it yourself. You can't rely on your AT or your VL to do it for you. It is about becoming much more academically and professionally independent and knowing where you have to go and what you have to do to get there and so that's where I think that self-regulation fits in".
- "STs having difficulty themselves in terms of managing or achieving their goals, then I actually try to work quite consistently with them. I'll meet with them and the associate if appropriate and we'll talk through where the difficulties lie, try to put in a bit of a plan of action of how he or she can achieve or can actually work on those particular things".
- "I am always asking student teachers as we go through from week one right through, to check they are actively self-regulating their learning progress, actively monitoring where they are at. They are actively completing those sorts of evaluation checklists and actually coming back to me and talking to me about where they are at and where their next goal is going to be".
- "So part of our conversation is always about getting student teachers to acknowledge that they are monitoring their own progress, that they are actually determining what they need to do next to ensure that they are on track, to ensure that they are performing to the best of their ability".
- "STs are able to see and reflect on their own practice and pedagogy, and they look at themselves and think now what can I do that is going to make a difference in this particular learning situation. If things go wrong they can see what they need to do to adapt a lesson or to adapt some ideas to make those changes. In doing this they become highly metacognitive. It's not that low level surface feature stuff. It's really looking deeply at something".
- "You know, you could write each day in a diary what you did today and how you taught something and think about your goal. Reflect and consider did I use a particular way of teaching it, what did I learn in doing it. So if you've got a notebook, you can keep your professional discussions in there as well".
- "All of those ways of getting student teachers to peer, share and think critically is essential. It is learning together".
- "Some of you are taking risks in your teaching and giving indications of higher metacognitive thought about your planning and pedagogy in seeking to really engage students in learning. Good on you! Some of you have real insight into the effect you have on student learning and how it is you who has to change what they do on order to assist student learning".
- "Continue this very critical reflection on your goal, so that you are thinking all the time, well who didn't achieve the learning outcomes today? Who didn't quite cotton on? What am I going to do about it tomorrow, or how could I change that piece of planning to engage that student or to clarify that particular concept, and sometimes it is those multiple opportunities to learn and presenting things in different ways that will really help to move those children, but always be conscious of where that learning gap is so that you are moving them on, you are not teaching to what they already know. You are always pushing them and challenging and filling that gap".

Related tensions

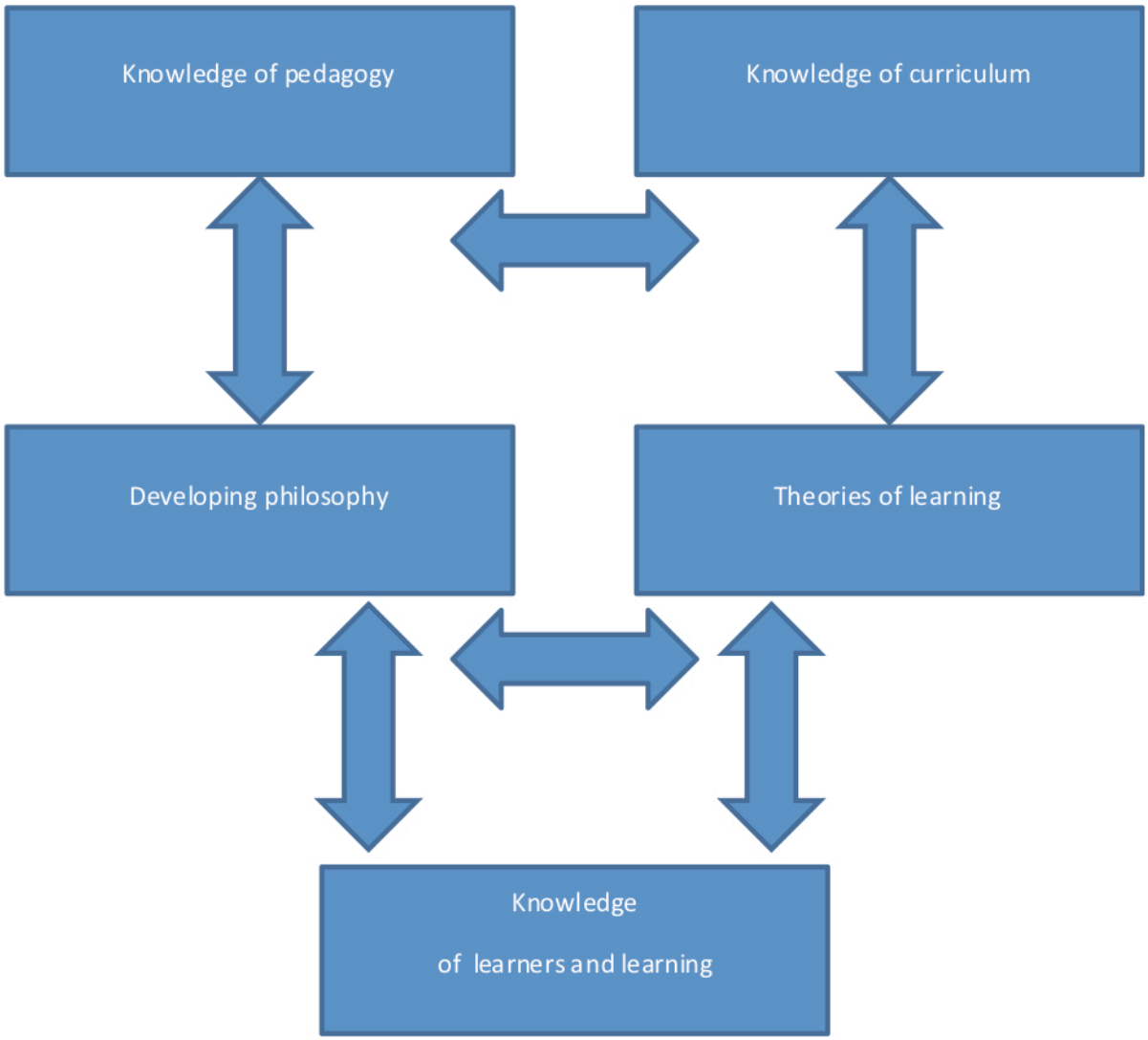
- Goals don't automatically enhance self-regulation – need to be specific, right level of difficulty
- Goals help student teachers focus on the task so therefore they need constructive feedback on how goals are progressing and whether they are appropriate

- If goals set are too easy to achieve they are less effective and less motivating than more challenging goals – important therefore to be monitored by associate teachers and visiting lecturers and self-evaluated (this can strengthen self-efficacy) and monitored by student teachers. However STs need the skills to do that

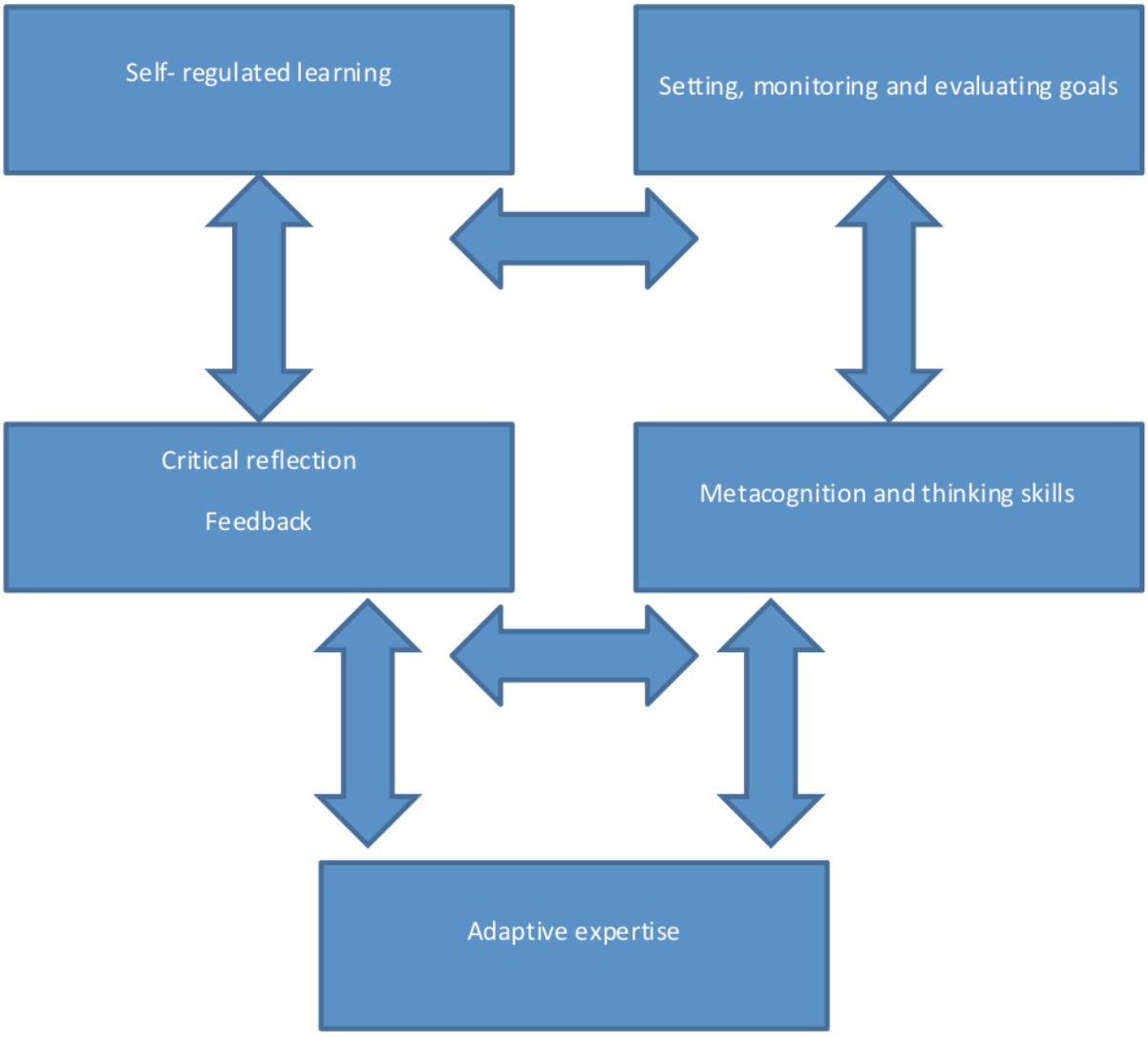
Appendix U:

Themes which emerged from the data

Theme one: Knowledge of pedagogy, curriculum and learners



Theme two: Self-regulated learning



Theme three: Relationships and partnerships