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## **Self-Regulatory Practices: Key Aspects of Learning for Student Teachers on Practicum**

The role the visiting lecturer plays in promoting and supporting student teacher learning on practicum is an important one in Initial Teacher Education (ITE). A central argument of this chapter, 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 and practices of self-regulated learning and the development of adaptive expertise, an integral part of being an effective teacher. Interpretive, qualitative methodology was used to investigate the role three visiting lecturers played in the development of these skills. One of the pivotal findings emphasised the importance of the conversations that took place between the visiting lecturer, associate teacher and student teacher promoting self-regulatory practices. The incorporation of these self-regulatory skills by visiting lecturers and associate teachers, supporting student teachers and their learning should be a central part of any professional development programmes.

**Keywords:** Self-regulation; Practicum; Visiting lecturer; Student teacher; Adaptive expertise; Triadic/professional discussions; Associate teacher

### **Introduction**

The practicum (professional experience) can be a complex, challenging and high stakes environment for student teachers (pre-service 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. Therefore as student teachers make sense of their own capabilities, and develop confidence and identity as teachers (Koerner, Rust & Baumgartner, 2002), it is important for them to develop self-regulatory skills and practices in order to optimize their learning and teaching progress. The aim of this chapter is to discuss the effective practices of three visiting lecturers (university teacher educators) supported by associate teachers (mentor teachers) working together, engaging student teachers in critically reflective discussions in support of self-regulatory practices.

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. Perry, Hutchinson and Thauberger (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 ... and are motivated to learn” (p. 97). Further, Perry et al. (2008) described student teachers who exhibited self-regulation, as those who believed in the chance to take on challenging tasks in order to extend their own learning. It could therefore 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 phase, forethought and planning, is one which self-regulated learners engage in prior to learning and 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. 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 (skilfulness) and, in the development of such skilfulness, a sense of self-regulation (Hattie, 2009).

It is during the second phase, 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 (Zimmerman, 2008). Self-control strategies assist student teachers 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).

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). 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).

The third and 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 learning goals set, the effectiveness of learning strategies used and their management of motivation and engagement (Zimmerman, 2000, 2002). The processes of evaluation and reflection during practicum are important aspects of all triadic/professional discussions (3-way conversations) for visiting lecturers, associate teachers and student teachers. One of the aims of these discussions is to provide formative feedback to the student teachers on their teaching and learning progress, set future goals and engage the student teachers in reflective conversation. The other purpose is to complete a summative assessment. 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).

There are many benefits of learning the skills and practices of self-regulation for student teachers in ITE. 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).

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). 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).

In the current chapter the theoretical lens brought to studying the partnerships between schools and universities is one focused on the relationship between the visiting lecturer, associate teacher and student teacher. The visiting lecturer in the Faculty of Education (where the larger research study was based) has an important role and responsibility in the monitoring, guidance and assessment of student teachers’ professional growth, and is required to be a registered teacher who is knowledgeable and experienced in ITE. 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.

The professional supervision of student teachers is seen as a collaborative process and liaison between the visiting lecturer and associate teacher. 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, by empowering the student teacher to self-regulate their own learning through goal setting, reflection and effective pedagogy. The partnership recognising and respecting the different, but equally important roles both visiting lecturer and associate teacher play in supporting student teacher learning, requires a high-trust approach. 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).

## **Method**

Interpretive, qualitative methodology was used to investigate the role the visiting lecturer played in student teacher learning. Seven visiting lecturers, 18 student teachers and 18 associate teachers participated in a larger research study from two different programmes at a Faculty of Education. In this chapter data from semi-structured interviews, focus group interviews, initial practicum meetings, triadic/professional discussions and documentation are reported on.

The sampling method was both purposive for the programmes, practicums, schools, student teachers, and associate teachers and convenience sampling for the visiting lecturers as the researcher had potential access to them through employment at the university. Once the visiting lecturers had volunteered to participate in the research study, purposive sampling was utilised in the selection of the student teachers. A request for schools to participate was sent out and the 18 associate teachers who were supervising the 18 student teachers on practicum, were invited to participate in the larger research study. None of the associate teachers and student teachers were known to the researcher.

Data analysis was completed using a thematic approach. Thematic analysis seeks to identify concepts and themes 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). Using an inductive approach meant the themes identified during the coding process in the study were strongly linked to the emerging data or data themselves. Some of the themes which emerged in the larger research study were for example complementary partnerships, self-regulation of learning and feedback/feedforward.

Open coding took a number of forms and the researcher was looking for anything 'new' which would push the boundaries of the research and link to the research question(s). 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. Selective coding was the third stage used to guide and inform the 'story' being told. The deductive approach to the analysis utilised the themes based on the researcher's own theoretical knowledge of, for example, student teacher learning on practicum.

Ethical issues included in this chapter are voluntary participation, informed consent and the protection of confidentiality and anonymity. Voluntary participation and informed consent was gained from the Dean of the Faculty of Education, Principals of Schools, visiting lecturers, associate teachers, and student teachers. It was therefore important that the Dean, School Principals and all other participants were assured that involvement in the larger research study would be kept private and confidential. 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.

## **Theoretical framework**

Learning to teach is both complex and demanding, and support for student teachers from the visiting lecturer and associate teacher can be crucial in this process. 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). This chapter investigates the role three effective visiting lecturers played in promoting and supporting student teacher learning, working in a complementary partnership with associate teachers. It will be argued in this chapter 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.

As described in the previous section there are three distinct phases of self-regulation described by Zimmerman (2000). In this chapter the forethought and planning phase involved student teachers on practicum 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 implement feedback from visiting lecturers and associate teachers. In the third phase, 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. This phase occurred during the triadic/professional discussions.

This chapter is framed around one key question:

What are the key self-regulatory practices used by three visiting lecturers in supporting student teacher learning on practicum?



## Findings

A key finding reported in this chapter is that three visiting lecturers (VLs 1, 2 and 3) were highly effective at promoting student teachers' self-regulatory skills and practices. They were effective by: challenging and questioning learning, encouraging reflection and risk taking, providing feedback and feed-forward, and promoting relevant goal setting. It was also apparent during the triadic/professional discussions that these visiting lecturers supported the student teachers in connecting their teaching and learning progress to their knowledge of learners, learning, content and pedagogical content knowledge. There are four themes reported in this section (through the three phases of self-regulation): goal setting, risk taking, acting on feedback and partnerships with associate teachers.

The following description by VL2 in her interview was typical of the three visiting lecturers in the initial stage of their work with their 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 at the initial practicum meeting, 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 will you focus on?*"

VL1 also asked student teachers at the initial practicum 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.*

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:

*... 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 reported in her interview that she encouraged the student teachers to take risks in goal setting. 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".*

VL3 in her interview emphasised she encouraged the student teachers to be proactive about their practice of monitoring their goals in the second phase of self-regulation 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. So where they are at ... and getting them to talk through where they feel they have improved or what are the things they are focusing on, to develop or to modify.*

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 and 3. Three student teachers 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."*

The three visiting lecturers and associate teachers gave student teachers 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. Further, the feedback related to the development of self-regulatory strategies rather than focussed on the task or the self. 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.*

At the triadic/professional discussion 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:

*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...*

Similarly, VL3 described how she encouraged an evaluation by the student teachers (with the associate 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?*

## **Discussion**

The findings reported in the previous section indicated that if there are skilled visiting lecturers and associate teachers using high quality practices of collaboration, challenge and support they are able to encourage student teachers to develop the skills and strategies of self-regulated learning, and thus develop a foundation to becoming adaptive experts. 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.

Williams (2014) commented on the importance of teachers and academics working together with the possibility of rich professional learning for all. One key finding in this chapter emphasised the importance of the conversations that took place between the visiting lecturer, associate teacher and student teacher highlighting self-regulatory practices. The effective visiting lecturers recognised the knowledge and contributions of associate teachers in the conversations in support of student teachers and their 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).

In the first phase, the forethought and planning phase, 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. 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 (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 student teachers also 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.

One specific example in the findings 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. 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.

Self-regulated learners set goals in relation to extending their knowledge and sustaining their motivation, selecting strategies and monitoring their commitment to their goals, because goal setting on its own, is not sufficient in becoming an adaptive expert (Timperley, 2011). At the initial practicum meetings between the visiting lecturers and student teachers, there was a discussion of what constitutes a high quality goal. The criteria used for judging a high quality goal, for the purposes of this chapter were commitment, engagement, challenging and appropriate goals relevant to the student teachers' own learning.

During the performance monitoring phase of self-regulation, the 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. 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. 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).

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 strategies or enhancing self-regulation (p. 91). Two of the levels are particularly pertinent to this chapter. 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.

During the performance monitoring phase it was important that student teachers continued to monitor and be motivated in their performance towards the achievement of their learning goals. Two student teachers in the study 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).

The evaluation on performance phase was also associated with the notion of student teachers maximising and accepting responsibility for their own learning through reflective practice. 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).

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 (Perry et al., 2008). Without motivation, self-regulated learning is more difficult to achieve (Zimmerman, 2008). With the support of the effective visiting lecturers and associate teachers the student teachers 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.

### **Implications for Policy and Practice**

This chapter has implications for ITE and those associated with delivering policy in Faculties of Education and Universities now and in the future. Teaching student teachers is certainly demanding, because of the requirement to model practices, construct powerful learning experiences, support progress 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 skills and practices to student teachers should not be left to chance, and should be added to the above list of requirements.



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 providing the opportunities to develop and utilise them while on practicum. These skills need to be explicit and deliberately fostered by visiting lecturers and associate teachers 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 the progress of the learners they teach (Tillema & Kremer-Hayon, 2002).

The three effective visiting lecturers 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 by monitoring the student teachers' progress, and supporting their learning constructively in partnership with the associate teacher. 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 researcher 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.

Within the larger research study there was variation in the quality of the effectiveness and the nature of the feedback given by the 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).

There were student teachers in the larger 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, and in their future in teaching is enough in ITE. Student teachers themselves need to have an awareness of being self-regulatory and the importance of developing those particular skills and behaviours. Without this rationale and real understanding it is more than likely only superficial learning will occur.

### **Concluding Comment**

What became evident was that the three visiting lecturers excelled 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 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 programmes.

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