"No Restrictions"

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A JOURNEY TO TRANSFORMISM IN AUSTRALIAN TEACHER EDUCATION

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List of Figures and Tables

Abstract:

This thesis presents an alternative way of perceiving both formal schooling and teacher education within Australia. It challenges the educational community to examine the current practice of education and suggests a transforming alternative based on the learner being the centre of education. The learner, through thinking, acting and increased consciousness learns how to make choices and learns how to become personally responsible for their own being and learning. They become personally empowered and embrace "tertiary learning" (Bauman, 2001) which is freedom from habitualisation and the ability to draw together the fragmentary pieces of their world into new patterns of understanding and meaning.

In telling my research story, using the methodology and writing style of auto ethnography, I have been able to relate my personal experiences and the experiences of others in a lifelike way. I have been able to draw upon, re-think and reconceptualize parts of my professional life as an educator. My research also relates to, and embodies my developing knowledge, my learnings, my thinking and my educational judgements about pre service teacher education and education in general.

As part of the literature review of this study a lengthy historical journey was conducted through the literature of mainly Australian teacher education. This journey identified many of the recurrent systemic issues in teacher education over the last 150 years. These issues centred upon the recurrent binaries of theory versus practice; education versus training; professional versus skilled and competent practitioners; supply versus demand, state versus federal and on a continuance in education to use outmoded terminologies such as training and pedagogy.

Within an internship, which was a central part of this study, school-based interns in their fourth year were given room to negotiate their role, make mistakes, form relationships, and come to know the work of teachers and the ecosystem of schools. They were encouraged to become thinkers about their practice and were nurtured in their state of 'becoming' by university-based and school-based mentors. The school-based mentor teachers, in particular, supported the vision that they were no longer the supervisors and the directors of practice. They were willing to 'let go' and enable the interns to recognise for themselves their developing skills, competencies, inter-relationships and the need for the interns to make their own

educational judgements. This study is witness to the transformation in the interns over the course of the year as they moved from semi-dependence to independence and interdependence.

As a result of this study a new model of teacher education is suggested. This model, known as 'The Transformism model' involves the evolution of student teachers from a 'me view' perception to a 'worldview' perception. This model is not about training people to be teachers but is about the education of teachers through the adoption of adult learning practices and the incorporation of choice theory as a foundation. Within this model a key responsibility is to transform one's self rather than transform others and to look beyond self to the wider ecosystem and the world as a single system inhabited by humankind.

This thesis proposes a new form of educational politics and practice. Such transformation involves a super consciousness within humanity, where people come together in community; share their beliefs and knowledge, their likes and dislikes, their differences and their similarities in openness and with hope for an improved and better world.

Declaration of Candidate

I certify that the thesis entitled:

A Journey to Transformism in Australian Teacher Education submitted for the degree of **Doctor of Philosophy** contains no material which has been submitted for examination in any other course or accepted for the award of any degree or diploma in any university and, to the best of my knowledge and belief, no material previously published by another person except where due acknowledgement is made in the text.

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Signature: [redacted]

Date: 26 May 2004

Acknowledgements

This thesis brings to a culmination a particular journey that I have lived and have enjoyed participating in. In coming to a close I am beginning to see the subsequent journeys that will continue to unite my personal and professional life of thinking, learning, educational judgement and consciousness. I am now aware that there is a vast body of knowledge in the world that has the potential to move the people of planet earth to new levels of consciousness and vastly improve the human condition.

I wish to acknowledge the tragic death of my brother Bernard in my early days of writing this thesis. I knew that I had something that he never had - an education. I needed to continue with this work to somehow acknowledge and show appreciation for my gift. Thank you Bernie. My dear mother died as my study was drawing to an end. From somewhere she continued to provide the strength of will to continue, if not the regular cups of coffee, and, "How are you going? and "Much more to do?" Thank you Mum.

I want to thank the practical and timely support of my many friends, especially Kathy Lees and family, George Joyce, Sue Townsend and Michelle Foster. Each of you know the true meaning of community and the power of love and belonging. I wish to acknowledge the support of my colleagues in the Faculty of Education and extend a warm vote of thanks to all the schools, the mentor teachers, the liaison lecturers, and especially to the interns of 2001 and 2002 for being involved in this study.

A special thank you to Paul Richardson and Keith Stead who encouraged me in my early days of thinking and helped me to conceptualise that which was within me. Len Cairns, you are a man of vision and have been with me as a colleague, friend, mentor, and devil's advocate. Thank you Len. Lindsay Fitzclarence, you put me in touch with my deepest self, convinced me that I could write a narrative auto ethnography, and challenged me to think where I had not thought before. Thank you Lindsay. I also wish to acknowledge the contribution made by John Henry, Deakin University, for his assistance in clarifying the positioning of the transformism thesis.

My children, Jonathon, Jeremy, Andrea, Philip and daughters-in-law, Kristie and Penny, have all loved me with tolerance, encouragement, space, and listening. Thank you for your love. Lastly I want to acknowledge my wonderful wife Helen, who, without reservation has supported, encouraged, challenged and loved me throughout the journey of the PhD and our life together. Thank you Helen for the space and your love.

PSTE refers to pre-service teacher education. That is the period of preparation of teachers prior to the taking up employment. In the past this was often referred to as teacher training.

The **Professional Development School** is so designated because of its interest in working closely with the university in offering a specialised program to enable the interns to most effectively complete their pre-service teacher education.

The **Interns** are pre-service teacher education students, in primary and secondary degree programs, completing their fourth and final year of field placement in selected Professional Development Schools.

The **Professional Development Portfolio** (PDP) is maintained by each of the interns and is essentially a combination of a log book and reflective journal. It is a document for recording the evidence of the interactions and experiences that are taking place within the internship.

Liaison lecturers are the university-based lecturers responsible for a small group of interns. These lecturers maintain support and a first point of contact for 5-6 interns.

Mentor teachers are school-based mentors and are those responsible for maintaining frequent contact with the interns. Their role is one of guidance and support rather than control and direction.

The **Internship model** used in this study is a student-centred program of field placement that takes the place of a block placement.

BEd refers to a Bachelor of Education

A **snow gum** is an Australian Alpine Eucalyptus tree.

Computer Mediated Communication (CMC) is a term used to describe communication and conferencing facilitated via a computer–based network. Dedicated software for conferencing, in real or delayed time, is used over a telecommunication network.

The **FirstClass Network** is a CMC network which uses the client / server conferencing software known as **FirstClass.**

ICT - Information and Communication Technologies, are all those technologies that facilitate the sharing and communication of information, and, therefore have the potential to improve and enhance teaching and learning.

The **Digital Age** refers to the present age, which is dominated by the development and growth of digital technologies.

Mega Change is change that is very large and all pervasive. That is, massive change that effects at a wide variety of levels.

Wide Area Networks (WANS) are large interconnected networks or banks of computers managed through software and server networks. Connectivity is provided through a wide range of technologies including cabling, hardware and software.

VPN is a term used to describe a Virtual Private Network which is a closed digital working space with protective security measures to ensure the safety of its users and their information/ communications.

DEET is the term used to name the Department of Employment Education and Training. This term in the state of Victoria has now been replaced with the name DET.

DET is the current (2004) name for the Department of Education and Training.

Big Picture issues are about the impact of change. They are the wide-ranging, global and all pervasive issues being faced, or ignored, by humanity.

The **Biosphere** is the dwelling place of living organisms.

The **Technosphere** is the created and constructed social world of humans.

The use of **Metaphor** facilitates the achievement of new understandings through associations and connections being made with other well-known and embedded descriptions of events.

Auto ethnography is both a method of conducting research and a way of writing. This qualitative methodology and style of writing connects the personal to the cultural allowing the writer to be both an insider and an outsider within the specific case being studied.

The **Post Modern World** has been well described by Bauman (2000) as this current age, in which the accepted truths have been questioned, patterns of societal living and learning are changing rapidly and the only certainty is change itself.

The process of **Reflective Mentoring** involves a cyclic process of thinking through events and experiences with a teaching colleague as equals in a one to one relationship. The cyclic nature of the mentoring ensures that areas for future growth can be identified and worked through.

ANT Actor Network Theory is a scientific theory of organization, which combines the social and the technical into a heterogeneous amalgam.

An **Actor** participates in acts of engagement within the world with the other human beings of the world.

A **Spectator** disengages from action by standing back to examine the world.

Thinking consists of a willingness to engage in a two-in-one conversation, i.e. to converse with oneself.

Judging is the actualisation of one's abstract thinking.

The **Self** consists of the whole person, mind and body, located in space and time.

Social / Others consists of essential relationships with other persons and partnerships based on communication, interaction and engagement.

The **Ecosystem** consists of a network of interdependence and inter-relatedness. The ecosystem of education is like the ecosystems within the world of the Biosphere.

Systemic change consists of a journey of discovery involving new learning and un-learning within a single system. All learning is change from an existing practice, experience or perspective to another and occurs through thinking, judging and drawing the fragmentary pieces into new patterns. Change to the parts can change the whole.

Supervision, within field experience in the traditional sense, involves a power relationship in which the student teacher is monitored and assessed by an experienced teacher or a university lecturer. The role of the student is to meet the expectations of the more experienced person who is deemed to know what is best practice.

The **Sophists** were itinerant teachers who were paid for sharing their wisdom.

Training involves a narrow specific skill and competency instruction in a designated and limited field.

Education involves an opening up, a drawing forth from within and a drawing together of the recognised fragments into new patterns of understanding and belief. An education involves coming to an understanding of all aspects of an individual's life, which includes their moral life and ways to live meaningful lives.

AERA The American Educational Research Association.

HEI Higher Educational Institutions, i.e. Universities or Colleges of Tertiary Education.

IAE's or **CAE's** were Institutes or Colleges of Advanced Education and under the Binary System of Tertiary Education formed the second layer, or vocational layer.

The **Binary System** of Tertiary Education was a two-layered system of tertiary education. The first layer consisted of the more purely academic research-orientated professional courses in universities and the second layer focused on the vocational or technical side of education and located in Teachers Colleges or Institutes of Advanced Education.

The **NPDP** program was a three-year National Professional Development Program (1994-1996) funded through a federal grant of sixty million dollars.

A **School-based program** of field placement is a partnership program of field placement and longitudinal experience in schools.

CeLTS is the Centre for Learning and Teaching Support. It manages all distance education units of work. Support is offered through planning, development, implementation and publication of all Distance Education units. The centre also receives and distributes all course work and manages assignments.

CRT is a term used to describe Casual Relief Teachers who are relief teachers working in a school on a temporary basis.

The **Ideas Expo** was a student initiated presentation day in which all the interns presented some of their key learnings from their internship year. The entire Faculty of Education and the wider educational community, including all the professional development schools, were invited to attend this whole day activity.

Super consciousness according to Chardin (1959) is that evolved consciousness that recognises that all of humanity is connected though their minds within the Noosphere.

Transformism names the next evolution of education.

We have the power to make this the best generation of mankind in the history of the world or to make it the last. John F. Kennedy (1917-1963)

INTRODUCING THE STUDY

My research into pre-service teacher education began many years ago and, along with the educational use of digital technologies, has consumed much of the last twenty years of my professional life. Over the last four years, in particular, I have researched the value, purpose and use of a particular 'Internship model' - implemented in the final year of a four-year BEd pre-service degree - assuming it to be an effective manner in which to fine-tune the exiting graduates of this teacher education course. However, along the journey of this research I came to realize that there were much wider issues driving education, which I needed to address, if this research was to be of any value, contribute to the world of knowledge, and make a difference for having been done. This research is focused on some of the 'Big Picture' issues facing our society and formalised education in the 21st Century - especially with respect to improving teacher education, challenging the educational community and enriching the learning outcomes for a future generation of students living in a rapidly changing post modern society.

Big Picture Issues

The World's of Humankind

Throughout time, the inhabitants of Planet Earth have continually sought out ways to improve their human condition. Sages, seers and shaman, writers, and philosophers have all attempted to explain and enlighten humankind with the intent of improving how people live their lives. Ward and Dubos (1972), in writing an unofficial report commissioned by the Secretary–General of the United Nations Conference on the Human Environment in 1972, emphasise the planet's unity, the one world that we have inherited. However, human beings inhabit two worlds.

> One of these worlds is the natural world of plants and animals, of soils and airs and waters, which preceded him (sic) by billions of years and of which he is a part. The other world is the world of social institutions and artifacts he

> builds for himself, using his tools and engines, his science and his dreams to fashion an environment obedient to human purpose and direction (Ward & Dubos, 1972, p. 1)

The understanding and recognition of these two inhabited worlds has become increasingly clear to humankind in the twilight years of the twentieth century.

Two Milestone Events of the Twentieth Century

Rampant and rapid technological change, initiated by, and occurring since the Second World War (WW II) led to two milestone events that have forever changed both of these worlds and changed the way that humankind perceive their place on planet earth. First, in 1952, at Eniwetok Atoll, the first fusion thermonuclear bomb was exploded (Ross, 1999). This type of bomb releases energy that can be likened to the energy that our sun has released for billions of years; second, in 1957 the first earth-originating object, made by a human person, was launched into outer space. This object, a Russian Sputnik, or satellite, was said to have inaugurated the space age (Ross, 1999). As a result of these events, both worlds of humankind were forever placed on notice with an entirely new level of knowledge and a totally new level of jeopardy. The enormous impact of both of these events has perhaps never been able to be fully realised by the initiators, or by those who have followed in their footsteps.

Arendt (1958), a leading philosopher and political commentator of the twentieth century, has referred to the dawn of the space age, or the space race, inaugurated by the Russians, as the event that informed humanity that they were no longer tied forever to terrestrial earth. Within the year the USA program was also well underway with satellites launched and preparations being made for a manned flight into space. These early forays into space also paved the way for a new perspective about the planet earth, the dwelling place of humans. The earth was seen from the first time in all its grandeur from without, and away from the surface. A wider perspective, or what we might refer to now as the 'Big Picture', was seen for the first time and made available for all to see. The photo below (figure 1) was taken using a 16mm motion picture camera mounted on a missile on a development flight high over the Atlantic Ocean on August 24, 1959 (Cortright, 1968).

Figure 1.The World as seen from Space

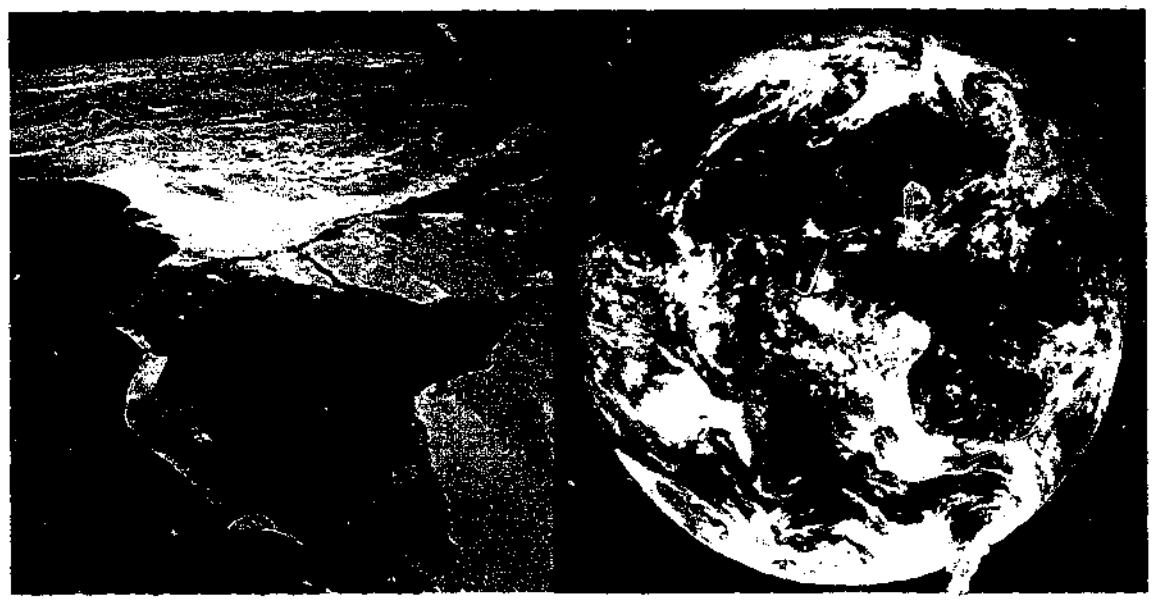
However it was never enough for the scientists to just send objects into space. The real breakthrough, releasing humanity from the earth, came on April 12, 1961 when Yuri Gagarin, a Russian cosmonaut, circled the earth in VOSTOK 1 for 108 minutes (Ross, 1999). The USA-based NASA team followed close on the heels of the Russians with the first US manned orbital flight occurring in FRIENDSHIP 7 on February 20, 1962. The Astronaut John Glenn described the photo he had taken, (Figure 2 below) of the Atlas Mountain range in Morocco "as the first landmass picture using a man-held camera in space" (Cortright, 1968).

Figure 2. First landmass picture using a man-held camera

The following two images in a way seem to complete a vital message conveyed, just a little over 40 years ago, by the early explorers of space. These images conveyed a message to humankind and brought a new perspective to the inhabitants of planet earth. Especially to those concerned with the environment. According to Cortright (1968) generations have explored, excavated, and interpreted the significance of the Nile and its delta, but it was not until 1965 that the world received its first panoramic view of this sprawling spectacle on the northern coast of Africa. The picture of the

Nile Delta below became an important data point in human's quest to understand our environment.

Figure 3. The Nile Delta and Planet Earth



The picture on the right is a composite picture showing for the first time one full hemisphere and the containment of planet earth. As reported by Cortright "it was taken on November 18, 1967, by ATS III, which was stationed over the Equator at approximately 47°"(Cortright, 1968). This is our place of residence in the universe and images such as these can help us to realise that we are physically contained on this sphere, this planet, known as earth.

Residents of the one world

Such images, as shown in the preceding pages are presented in order to locate in time and in space a framework and a launching pad for this study. The two inhabited worlds – the natural world and the socially constructed world, revolve around the struggle of men and women to find meaning in their lives, and to improve the human condition of the inhabitants of planet earth. However, over the last two centuries, and in particular over the last fifty years of rapid technological change, it would appear that humankind has arrived at the brink of little, or no control of change. Ward and Dubos (1972) explain it in the following way

> ...the power, extent and depth of man's interventions in the natural order seem to presage a revolutionary new epoch in human history, perhaps the most revolutionary the mind can conceive. Men seem, on a planetary scale to

> be substituting the controlled for the uncontrolled, the fabricated for the unworked, the planned for the random. And they do so with the speed and depth of intervention unknown in any previous age of human history (Ward & Dubos, 1972, p. 3)

Arendt (1958) in writing "The Human Condition", at the cusp of this new phase of human evolution, also expresses the belief that as scientists have continued to dabble in the making of life "artificial" they seem to be "possessed by a rebellion against human existence as it has been given, a free gift from nowhere (secularly speaking), which he (sic) wishes to exchange, as it were for something he has made himself" (Arendt, 1958, p. 3). Arendt's perception, at this time in history was extraordinary. She went on to state that humankind's ability to accomplish this exchange and the ability to destroy all organic life should never be doubted. Herein resides the central question, or that which is at the crux of the conflict between the worlds of humankind – human decision-making and judgement. Who decides how, for what purpose, or even if we will use our scientific and technological knowledge in particular ways? Mackay (1999) suggests that we are not yet even prepared to hear the murmuring of a closely associated moral question. "What is the likely future impact of genetic engineering?" (Mackay, 1999, p. 247) Arendt (1958) suggests that these kinds of questions cannot be decided by scientific means. "It is a political question of the first order and therefore can hardly be left to the decision of professional scientists or professional politicians" (Arendt, 1958, p. 3). And, the type of politics that Arendt is talking about is not the commonly held perception of politics. As explained by Canovan (1990), Arendt's conviction was "constantly reiterated in her writings, that our fullest and most reliable knowledge of reality can only be gained from the plural perspectives of many persons, moving about freely in a common public space and viewing objects and issues from all sides" (Canovan, 1990, p. 156). This type of politics would seem not to be commonplace within present day western democracies where action and decision making often seem devoid of 'big picture' thinking altogether. Also, what further appears to be lacking in western politics and political decision-making, is the examination of issues in the company of others, from many perspectives, or in terms of the long-term

consequences to our world, of the decisions made. The age-old binaries – thought versus action, the individual versus society, philosophy versus politics, given birth by Plato at the death of Socrates, seem to still wield their power today. Some evidence of this can be seen in the work of Singer (2002) in his writing after the terrorist attack on the World Trade Centre in New York, 2001. He directs his book 'One World' to arguing, "that how well we come through this era of globalisation – perhaps whether we will come through at all – will depend on how well we respond ethically to the idea that we live in one world" (Singer, 2002, p. 14).

Teihard De Chardin (1959), in presenting the dilemmas beseeching humankind's quest for a better world focuses it squarely on the seeking of individualised Utopia and claims that it must be abandoned as soon as possible. "No, man (sic) will never succeed in going beyond man by uniting with himself" (Chardin, 1959, p. 254). Perhaps unity within humanity is only possible through the recognition that we are social beings, within a defined space, and that we have a responsibility to the space, to each other and the world if which we live. Mackay (1999) adds to this thought in the following way. "Once we recognise that moral sensitivity is the product of social interaction, we can appreciate the importance of nurturing our personal relationships and our communal life" (Mackay, 1999, p. 106). A world-centred communal life begins with interpersonal relationships.

The achievement of balance through communication and education

Serious attempts to improve the human condition appear to be linked to the achievement of balance, and the medium of balance, communication and interconnectedness, between the two worlds. Perhaps a new balance, achieved through breaking down the binaries, is feasible through education, or through a raising of consciousness that enables people, encourages them and challenges them to move forward from holding one perspective, or belief, to holding another perspective or belief. Chardin (1959) declared that this movement in consciousness is now uncontested and is part of the human condition of evolution. "Evolution is the ascent towards consciousness" (Chardin, 1959, p. 258) However, perhaps it is only through crisis, or through personal, extreme and extraordinary encounters, that

people shift their perspective, or move forward with new understandings, beliefs and attitudes. Such a crisis, with personal and global ramifications is described below.

An Environmental Crisis that Shook the World

On March 24, 1989 at 12:04 am the Exxon Valdez, an American super tanker, ground its hull along Bligh Reef delivering some 50 million litres, 250,000 barrels, of crude oil into Prince William Sound fouling some 2500 Kilometres of what was pristine Alaskan Coastline. This environmental tragedy is still without rival in terms of damage to a coastline, wildlife and impact upon a local fishing industry.

Perhaps a recognisable positive aspect, of this otherwise tragic event, is noted in the words of Kert Davies, the research director of Green Peace USA. "That ship [the Exxon Valdez] is an obvious icon for the environmental movement, and was really the trigger for a lot of progressive thinking about the environment and corporate responsibility." (The Baltimore Sun. Cited in the Sydney Morning Herald, 2002.)

My Visit to Alaska after the oil spill

I arrived in Alaska in December of 1989, some nine months after the spill and witnessed first hand the impact of this catastrophe upon the State of Alaska and its people. In January of 1990 I commenced my teaching appointment and I remember the stories and photos shared by 'Chuck', a relief teacher, who had spent his entire 1989 summer in Prince William Sound, assisting in the clean up. Another staff member, Mary, who also had spent time in the Sound during her summer in 1989, arranged for me to join her and a number of other teachers from the school district on the 'Educators' Tour of Prince William Sound', conducted on June 29, 1990.

Educators' Tour of Prince William Sound

This educators' tour, compliments of the Exxon oil company, was a Public Relations exercise conducted eighteen months after the disaster, with the sole purpose of convincing a group of forty-five educators that the right thing had been done and that the Sound, was sound again.

After a six hour cruise on M/V Klondike through Prince William Sound the group of educators landed on Eleanor Island – an Exxon Valdez oil affected island. I

must admit that as we landed on Eleanor Island my first impression was to say to myself, "Well, what's all the fuss about, this looks fine – where's the oil, what disaster?" True enough the stony beach looked clean and there appeared to be no evidence of oil. As a few of us gathered on the beach together and talked about what we were seeing first hand, Elizabeth, one of the women in our group, made an interesting observation. She said, out of the blue, using a tone of amazement, "where are all the animals? You know, where are the fish? Where are the birds?" She also wanted to know why there weren't any little living molluscs or shellfish in the water? At these questions from Elizabeth we all stopped and listened and looked. She was right. On Eleanor Island, where we had landed, eighteen months after the oil spill, there was little or no life that we could see or hear. Yes, everything looked clean but there was no life other than us. Soon after Elizabeth's comment I decided to dig a hole near the waters edge – about 15 centimetres deep. A few others joined me and what do you think we found? Yes, the surface looked great but just 15 centimetres down was smelly thick black oil. I filled a couple of 35mm film containers with the black oily pebbles and brought them back to Australia with me. I still have them in my special box of things – 'Never to be thrown away'.

Thinking it through and coming to terms with our experience

We saw first hand the damage to the environment, the consequence of a poor decision made by the captain of a super-tanker who didn't hove to in bad weather conditions and take stock of where he was at. Without any doubt, this personal encounter, with this particular tragedy, left an indelible mark on me and is one that I will never forget. Now in hindsight I assemble my understanding of this event in the following way.

The Environmental impact

A pristine environment was damaged through the intervention of humans and their technology. The **First World** – the world of nature, "the biosphere of his inheritance" as described by Ward & Dubos (1972, p. 12) inhabited by people, was forever changed. The effects, or the consequences of this change, were widespread and to an extent indeterminable. Both the natural world and the social world were affected.

Cultural and Social impact

The **Second World** inhabited and constructed by humankind, referred to by Ward & Dubos as the "the Technosphere of his (sic) creation" (1972, p. 12) was also affected. Indeed this event placed these two worlds out of balance. The consequences of this tragedy were felt by both the largest oil company in the USA, a corporate giant, and the poorest fisherman making his livelihood from the fish of the Sound. However, one of the marvellous things about human nature, which emerged through this tragedy, was the response made by people from all walks of life. An example of this is the teachers' good will in giving up their vacation in order to clean up an oil spill. And, I recall being told many times, during my year in Alaska, that there were only three good reasons for teaching in Alaska – June, July and August [the summer vacation months].

Still overwhelming questions seek to be answered. Do we have to have crisis situations and tragedies before we wake up? Is 'crisis learning' the only way to learn? Perhaps associated with this question is a further question about how people learn, especially from their mistakes in living life? The age-old maxim is still very applicable today. "Those who fail to learn from history are doomed to repeat it" (Unknown).

Preparing for the World of the Future - Now

Without doubt thinking people in Alaska were left with a key issue in their minds about whether or not there would be any pristine environments left for future generations to enjoy. Perhaps this is only possible if humankind come together with a shared sense of ownership, loyalty, and commitment and with a sense belonging to planet earth - united and dedicated to maintaining the balance between the worlds. Ward and Dubos explain it in this way

> It is only in our own day that astronomers, physicists, geologists, chemists, biologists, anthropologists, ethnologists, and archaeologists, have all combined in a single witness of advanced science to tell us that... we do indeed belong to a single system, powered by a single energy, manifesting a fundamental unity under all variations, depending for its survival on the

> balance and health of the total system. If this vision of unity – which is not a vision but a hard and inescapable scientific fact – can become part of the common insight of all the inhabitants of planet earth, then we may find that, beyond all of our inevitable pluralism, we can achieve just enough unity of purpose to build a human world (Ward & Dubos, 1972, p. 219)

There would seem to be a way to bring this about - and this way according to Chardin (1959) is centred on the development of the mind

> The recognition and isolation of a new era in evolution, the era of noogenesis... Much more coherent and just as extensive as any preceding layer, it is really a new layer, the 'thinking layer', which, since its germination at the end of the Tertiary period, has spread over and above the world of plants and animals. In other words, outside and above the biosphere there is the noosphere (Chardin, 1959, p. 182).

It is within this layer of the Noosphere, which Chardin (1959) refers to as the NoosWorld, [noos = psyche, spirit, thought, mind, consciousness] in which education lies and teaching in particular belongs - because teaching is of the mind. Only through thinking, in our own person and in our educational communities can we establish an educative environment in this post modern world.

> The world we live in today no longer presents the clear patterns of a structured society, or a defined body of knowledge, which in the past was thought to be known, and one could be educated about. All authority is now questioned and the individualising of values, in part brought about through the popularisation of 'individual or humanistic psychology', has resulted in an understanding that personal freedom means to be able to do, think, feel and experience what ever is wanted, or desired, at any particular point in time. The place of morality, with its power to ameliorate the human condition

> and the structured and normalising influence of traditional religion, no longer exists unchallenged (M. Dyson, 2002b, p. 2)

The view of society also noted by Bauman (2001) and Mackay (1999) raises even more questions in my mind. What value do we place on education when it is only the educated who seem to have, and can hold onto wealth? How do we educate children in a society of haves and have-nots and how do we prepare teachers to teach in a society of haves and have-nots? How do we educate a society and achieve a balance between what Mackay (1999) refers to as the hundreds of thousands of households crippled by overwork and the hundreds of thousands crippled by unemployment? How can we prepare the teachers of tomorrow to be able to handle, live with, and perhaps change for the better our society, for the future generations that they will have in their care?

The focus of this study

This study therefore seeks to explore a different way to conduct teacher education, and to identify the power, place and role within teacher education of the ameliorating influence of an 'appropriate morality' for this age. In particular this study is focused on the Gippsland Internship model and two areas will be carefully examined: first, the effectiveness of 'reflective mentoring' as a process, and as a alternative to, 'traditional supervision' within the practicum or field placement; second, the value, adoption and implementation of a 'Computer Mediated Communication' (CMC) network as a tool to facilitate communication, resource sharing and learning. The Gippsland Internship program "is a school–based approach to pre-service teacher education which makes the schools the centre of the experience and involves the staff of the school, the interns and the university staff" (Faculty of Education, 2002b). Frances, one of the interns of 2002 summarises her internship year as follows

> Now that the Internship is complete it is time to look towards next year. This year has been great in that it has built up my confidence in myself as a teacher. It has exposed me to so much, at so many different levels, and to much more than could ever be possible in a three-week block. I have

developed in the areas that I felt I needed to work on, e.g. guided reading and planning. I have now seen for myself how developing positive relationships with students helps to ensure classroom management is smooth. It has been a great year, a hard year but I am now ready to go it alone. I am ready to fly solo (Frances, Intern 2002).

The Development of the Research Metaphor

Early in my design preparation I decided to use an ecological journey metaphor to guide the telling of my story in pre-service teacher education, and in particular the Internship, within the Faculty of Education of Monash University. I chose to use a journey metaphor because of the power of metaphor to facilitate understanding and assist in the 'mapping of the territory' exercise. As Lakoff states "the essence of metaphor is understanding and experiencing one kind of thing in terms of another" (1980, p. 5). My research metaphor is multi-layered and represents a journey down a mountain stream, in the High Country of Victoria, to a unique snow gum. Various parts of the metaphor guide the telling, and the thinking behind the various parts of my narrative and my personal journey down the stream of pre-service teacher education. As such, the metaphor is as Lakoff describes, "pervasive in everyday life" (1980, p. 3) because the metaphor is "not just in the language but in the thought and action." (Lakoff & Johnson, 1980, p. 3). Therefore this metaphoric journey will emerge and re emerge throughout this thesis.

Part of the reason that I have embraced the metaphor is that the use of a journey metaphor provides an essential ingredient, of effective research. That ingredient is the concept of freedom. I did not know where I would end up at the end of my journey and I did not know what I would discover through my exploration. I wanted to be open enough to discover what was out there, and within me, through my thinking and through my judging, conducted in freedom with a sense of personal and professional responsibility. "Such metaphors are capable of giving us a new understanding of our experience. Thus, they give new meaning to our pasts, to our daily activity, and to what we know and believe."(Lakoff & Johnson, 1980, p. 139).

Therefore rather than be a seeker of the truth I have been a seeker of new understandings.

The snow gum

At the top of the waterfall and tucked into the cliff and protected, stands 'the tree'. It appears to stand there alone on the shaggy cliff rooted in the ancient sandstone. Its colouring, shape and location make it special and unlike most other snow gum-trees. Although different, distinctive and standing alone with only a dead stump for immediate company, it is never alone and never could be because of the stream, the trees, the cliffs, the rocks, grasses and the wild flowers. There could never be silence because always present is the gurgling sound of the stream. Sometimes the wind whistles through the valley and rustles the trees. Sometimes the splash of the rain in the stream can be heard, and the leaves rustle and the birds chirp. Sometimes all that can be heard is the silence of the falling snow and the gentle talk of the stream. Its shape and appearance are without question amazing. A smooth bark of many colours that is soft to touch in parts and yet bumpy and gnarled. It almost seems like its creator sits high in it's branches and twists the trunk to make the shape of its outer bark that is thin and paper-like. Its colour is manyfold in shades of green and grey and some yellowish brown covering the trunk in blotches and streaks. By name a snow gum, by appearance unique. It is difficult to know how long it has stood there, but fire has visited, perhaps more than once, as evidenced by its partner now a dead and slightly blackened stump. The weather has done the pruning with wind, snow and rain. Branches snapped without being shaped, leaving butts, splinters and cracks. The stream is its source of life. In its own clever way the tree stands far enough back from the bank to avoid the times of flood at snow melt or during mountain storms but grows close enough to receive the vitality contained in the cool water. It stands straight and tall, solid and firm, well rooted in the soft and flaky sandstone full of the nutrients of a bygone age. It is resilient beyond belief and can cope with whatever Mother Nature throws at it. It has obtained for itself, and been given by its surrounds, all it needs to survive and flourish.

Figure 4. The Snowgum

Beginning the Research Journey

Our journey in pre-service teacher education on this Gippsland campus is very much like the journey of the mountain stream as it travels down the valley towards the snow gum. Especially over the last twelve or so years, as our courses have achieved university degree status, our journey could not be described as smooth or comfortable, yet the obstacles have never been insurmountable. Cairns (1996) documents the journey of teacher education at the Gippsland campus between 1985 and 1996 as the teacher preparation courses moved from a three year Diploma of Teaching to a four year Bachelor of Education degree. The deep pools could be considered as the times of pondering, re-development and re-consideration before moving on again, in a slightly different direction. The rapids can be thought of as the times of unsettling change that occurred when existing courses were adapted to become degree courses and were then further modified to meet the expectations and demands of parties beyond the university e.g. the demands of the Standards Council of Victoria. [The Standards Council of Victoria, abolished in 1998, was responsible for approving teacher education courses within the State of Victoria. This Council has now been replaced by the Victorian Institute of Teaching]. The overhanging branches are the times of confusion, lack of clarity about where we are going, what we are doing and who will be doing what, in an under-staffed workplace. However, as I look back over the last seven to eight years I also see the evolutionary, metamorphic development of the Gippsland Internship model, initially beginning as the school-based program documented by Cairns (1996), as it became the recognised pathway for completion of the local undergraduate pre-service teacher education

degree. It seems to me that as a Faculty, we have travelled through difficult territory and reached a point of transition in time and space that can be represented by the tree at the waterfall. As a Faculty we now need to pause, in order to reflect, and should go no further without re-examining from whence we came, or without a vision as to where we want to go. The snow gum is also a marker for me in my journey and indicates a point of transition.

The Journey of the Interns

The interns, the now final year students, have been travelling through their courses of the preceding three years of preparation and have engaged in a personal and professional journey in pre-service teacher education. Along their adventurous trip they have collected many resources and participated in previously unimaginable experiences. In their final year they have been part of, and hopefully been supported by, the internship that is an evolving and changing phenomenon. Indeed as each intern enters the internship, which is towards the end of their preparation, they do so with their own unique backgrounds, resources and experiences.

The top of the waterfall where the snow gum stands can be considered as a point of transition and can be likened to a point of metamorphosis for the intern. The snow gum, ideally positioned at the top of the waterfall can also be thought of as representing the ideal intern, at the conclusion of their journey in their pre-service course, and as a point of transition. The internship, positioned in the final year of pre-service teacher education, has the potential to empower the intern to move out on their own, to know from within themselves that they are capable, competent, self efficacious and ready to embrace their chosen career. They are not thrown over the waterfall into the deep pool of the unknown, as they embark on the next stage of their journey of development. Rather they have been well enough prepared to choose their own way as an adult and are able to negotiate their own work and role as a teacher making their own meaning of the career they have chosen with the knowledge gained by living through a balance of theory and practice.

The snow gum that I have described has significant importance to me and I see much in common between the tree and the interns. The tree has taken from within itself and from the surrounding environment all it needs for a long and productive life. There will be times of hardship in the future and for certain the

weather will continue to challenge the tree with sun, storm, wind, fire and snow. However, what the tree has now within itself will ensure a long and fruitful life. It is ideally positioned and it has all it requires to maintain its existence and grace the bank for years to come.

It is hoped and anticipated that the interns' journey of development has been facilitated, within personal and professional nurturing environments, by the university staff and by the schools that they are assigned. Indeed the interns themselves are the central players and the program exists for their benefit. However, it is also up to the schools and the university to provide the best conditions possible to support their development ensuring success for the interns.

Positioning my research

I use the metaphor of the stream and the snow gum as a way of positioning and locating my research at this time in history and as a means of presenting multiple perspectives of an internship concept being implemented within pre-service teacher education. My involvement as the coordinator of this internship, and as the chief researcher in this case, is in itself a unique and privileged one. I am both the researcher and the one of the objects of the research. I have had the opportunity to manipulate things that I thought needed to be changed - or others advised me needed changing - and I have had the opportunity to facilitate those changes deemed to have the potential to improve conditions for the interns. I have also come to recognise, as I became more and more immersed in this study, that there is a methodological problem associated with my privileged position. As a supporting lecturer and as the coordinator of the program I reside in a position of relative power. In being aware of this I have consistently worked at developing strategies that were always intended to assist the pre-service teachers in achieving their personal and professional goals rather than achieving only my goals. Finally, I also recognise that the interns essentially do, and should, manage their own world, and have lives that extend far beyond their courses. They indeed create their own lived reality within the structures of the internship, their university course and their own life.

I believe that I have an authentic voice telling my story as I have seen this model of internship and 'supervision' within pre-service teacher education gradually unfold and evolve. Through multiple methods of data collection all the stakeholders

have had the opportunity to present their own perspectives, which have been told through their own stories and the information that they have provided. Narrative theory, as described by Pentland (1999), makes it possible to move from the surface layer to the underlying pattern of events or layers, i.e. from the description to the explanation, to establish better theories about what appears to be taking place.

However, since this multi-layered story of the internship and this journey of pre-service teacher education is one of constant change and transition it only presents a snapshot in time. However, on a broader note this research also seeks to identify the 'Big Picture' and current issues besetting this institution, teacher education in general and living meaningful lives in the 21st century. It has become clear that the issues and concerns of this institution are not unique and it is now perhaps time for a balance in partnerships between faculties of education, system employing authorities and teachers in schools. In adopting a collaborative, community focused process within teacher education it is anticipated that key benefits for all stakeholders can be explicated and that a shared responsibility and a real partnership can be realised and recognised as paramount in preparing quality teachers.

Figure 5. The Gippsland campus

Chapter Summary

This chapter is intended to guide you, the reader, on your own journey, from the 'big picture' issues, or the wider perspective of the world and society, to the narrow and specific details of a particular Pre Service Teacher Education program. I have situated where we live on planet earth, physically bounded and contained within a single system characterised by interdependence, human decision-making and human judgement.

What this study has investigated are some anticipated better ways to conduct teacher education in this post-modern digital world with its major focus centred on the specific 'case' of the Gippsland Internship. To facilitate an understanding of the various journeys involved in this study a multi-layered ecological journey metaphor has been developed providing freedom and an understanding that the endpoint of

any journey may never be known. The metaphor of the mountain stream, and the point of transition indicated by a snow gum, is provided as a way of positioning and ordering the study.

Outline of the Chapters

Chapter two situates the study in time and space and in essence presents an overview of the research design and the specific details of the research methodology. It explains in detail the various layers of the research metaphor and provides some substantive reasons for adopting auto ethnography as the writing style and as the underlying methodology of the entire study. This chapter also focuses on and presents both the research questions and the means chosen to answer them.

Chapter three is focused on a journey through the literature pertaining to the theme of this research. Major issues have arisen as symptoms of modern day society and have impacted upon teacher education, which is discussed over 150 years. This discussion has occurred with the view of explicating what has and has not worked and what might be needed to re-conceptualise teacher education for this age. Various models of teacher education and the place of Computer Mediated Communication are also examined.

Chapter four begins the data analysis phase as I write my personal narrative, telling the story of my role, involvement and ownership of the internship model; my learning through the two years of the study; the implementation of the CMC network and the supervision/mentoring practices and processes implemented within this pre-service teacher program.

Chapter five is a data analysis chapter focused on the narratives of the Interns. In particular this chapter presents the feedback from the interns themselves. As much as possible the voices of the interns themselves are related in their own words. This chapter of analysis attempts to gauge; the success of the internship model being implemented; the place of reflective mentoring as an alternative to traditional supervision and the possible value of Computer Mediated Communication.

Chapter six, also a data analysis chapter is focused on the narratives of the various mentors, i.e. the mentor teachers and the liaison lecturers. The voices of the mentors are shared using their own words to present their views, or perspectives.

There has been evidence gathered as to their understanding and acceptance of current practices of pre-service teacher education in this age, university support structures, the Internship model being used, the place of reflective mentoring and the use of the computer mediated communication network.

Chapter seven is the chapter where I draw together my learnings, new knowledge and new insights that have the potential to lead to improved ways of implementing education and teacher education in a very different post modern world.

Chapter eight is my concluding chapter bringing together the core findings of my study with suggestions for new directions for education and teacher education. In this chapter I also make some recommendations for possible follow up research.

Great Spirit, help me never to judge another until I have walked in his moccasins.

Sioux Indian Prayer

SITUATING THE ENTIRE STUDY

This chapter presents an overview of the research design and the specific details of the research methodology. I explain in detail why and how the research metaphor has been used to guide the re-telling of the research journey. Substantive reasons are provided for adopting auto ethnography as the chosen narrative writing style and as the underlying methodology of the entire study. This chapter again situates the study in time and space presenting both the research questions and the means chosen to find answers.

AN OVERVIEW OF THE RESEARCH

This research presents a narrative account of innovative practices in pre-service teacher education within a Faculty of Education. More specifically it represents the employment of a process of 'Reflective Mentoring' and the use of a Computer Mediated Communication network during pre-service teachers' internship experiences. The internship model, based on the 'Gippsland Model' (Cairns, 1995), places primary and secondary interns in Professional Development Schools (PDS) (Darling-Hammond, 1994) for two days a week for twenty school weeks and maintains University links through a seminar and lecture program for the remaining three days. This model draws on the theories of reflection and mentoring (Ballantyne, Green, Yarrow, & Millwater, 1999, Fletcher, 2000, Gore, 2001, F.A. Korthagen & Kessels, 1999, Shulman, 1994, Yarrow, 1998, Zeichner, 1996) leading to the process of 'reflective mentoring' (M. Dyson, 2002a) which has been developed specifically as part of this internship model. The model also draws on the theories of e-moderation (Buchanan, 2000, Salmon, 2000, Schrum, 1997) which supports networking via computer mediated communication (CMC). Evidence, gathered over a two-year period, although subjective in nature, will be presented that an internship model, such as the 'Gippsland model', is potentially beneficial for all stakeholders in this collaborative process of teacher education. The research has

determined areas of benefit; areas that need improvement; and presents a model calling for a sharing of responsibility in the preparation of quality teachers.

The Purpose of the research

The purpose of this research is to explore and interpret the stories about this internship utilising the voices of the various stakeholders and myself, the researcher. The data gathered comes from a multiple-method 'Case' design. Data collection includes surveys and interviews of mentor teachers, pre-service teachers, university liaison lecturers, my personal and reflective research journal, personal vignettes and analyses of other relevant documents.

The personal involvement of the researcher

My personal involvement on one hand in co-ordinating the internship and being a researcher on the other is privileged. As declared by Villa "to be both in and out of the game" (1999, p. 106). I have personally taken up the challenge, suggested by Coulter (2002), when referring to Arendt, to accept the responsibility to be both a good judging actor and a good judging spectator.

Hannah Arendt, (1906-1975) as described by Kaplan and Kessler (1989) was a prolific writer, theorist, thinker and one of the most significant and important political commentators of the last century. Her re-development of the concepts of 'actor' and 'spectator' has the potential to offer much to the discussion of the issues raised in this research. Arendt's ideas about thinking and judging have had a powerful and significant impact on this study and can contribute to the debate about the re-conceptualisation of teacher education and living in this post modernistic, materialistic world.

The significance of this research

The study examines some of the 'big picture' issues confronting society in this post modern digital age and seeks to identify the place of the ameliorating influence of an 'appropriate morality' for this age and for teacher education in particular. A potential significance of this research is the streamlining, re-development and re conceptualisation of pre-service teacher education, including the school-based component, which is recognised as a vital part, but not the only part of PSTE. This

study provides valuable current data about partnerships in education and contributes to the theoretical and practical application of reflective mentoring in future internship programs. Furthermore this study highlights a different way to present and research issues in education using the narrative methodology of auto ethnography. As part of this methodology there will be a mixing of writing styles blending traditional academic writing style with an auto ethnographic style that will include my personal commentary along the way indicated by *italics.*

CHOOSING THE METHODOLOGY

The telling of this particular story in pre-service teacher education means something to me personally but it also has the potential to have an impact on the world of education. It is not my intention to generalise my findings but the readers of my work may be able to gather ideas and particular meanings from my research account, which are valuable to them. What I have written is based upon experiences and encounters that have had significance to me and were retold because they were important to my story. The reader will, or will not, inculcate these meanings into their own frame of reference depending upon a synergy, or shared meaningfulness.

The background to the choice of Methodology

When I began this research journey I thought that I was quite clear in my understanding of what I was attempting to research and what constituted an appropriate research methodology for the type of study that I was conducting. My understanding was that the study was qualitative, with some use of quantitative methods, to assist in providing what I then considered to be objective reliability and validity. My conceptual belief was that the qualitative inquiry, administered and occurring through interviews, and followed through with an in-depth analysis, would provide the subjective understandings and learnings of the study. However, I considered it necessary to add a number of questionnaires, as a component of the inquiry to substantiate the evidence and analyses of the interviews. My initial belief was that these standardised or closed questionnaires, as referred to by Patton (1990), when administered to the participants, would provide some descriptive data/opinions which would assist in verifying the evidence of the more subjective interviews. I believed that this would provide validity to my study. Although the design was

simple in these early days I had the understanding that this combination of quantitative and qualitative, i.e. a mixed methodology (Creswell, 2002) would work in this study and that I had the design issues under control. After-all, as suggested by Janesick (1990), I had established the main question of the study and had some subsidiary questions to guide and focus my inquiry. However, before too long some major impediments to my project emerged.

Firstly, in discussions with my colleagues, it became clear to me that I was not conducting an evaluation of the internship project. I was not just collecting data and making value judgements about the success, or the lack of success of the internship program. Wiersma (1991) refers to evaluation research as 'research procedures used for the process of evaluation about an educational program'. It was not my intention to evaluate the success of the program for which I had a direct responsibility.

When it became clear in my mind that I was not into conducting an evaluation, my study became more contained or bordered. A clearer picture of the research design emerged. Stake (1990) suggests that this type of study is a 'Case' because the object of the study is specific, unique and is a bounded system. In adopting this term I refer to my research as a 'Case' rather than a 'Case Study'. "The choice of case is made because it is expected to advance our understanding of the other interest" (Stake, 1990, p. 237). In fact the object of 'my case' can be considered to consist of many interests that I am trying to come to terms with and of which I am trying to develop some understanding. Because of this the term used by Stake "a collective case study" (Stake, 1990, p. 237) and referred to as "multi-site qualitative research" (Stake, 1990, p. 237) is a useful term to use in this particular study. Each of the schools, the university and all the stakeholders make up the 'case' and my understanding of the inter relationships and intra relationships builds a body of knowledge, presented from many perspectives, by many voices.

The second major impediment that I became aware of, in using the quantitative approach, concerned the gathering of a sufficient volume of data that could be statistically analysed and used in conjunction with my qualitative approach. My sample size (N=58) for the 2002 cohort was far too small to conduct any serious or meaningful statistical analyses. By quantitative inquiry I am referring to what

Wiersma (1991) describes as "the control of, or the explanation of variance in a study based on the quantitative approach". It was not my intention to control particular variables, nor to statistically analyse variance, or to modify certain conditions. My study was always intended to be far more than a quantitative investigation, into one group of stakeholders, within one year. I was interested in finding out what each of the stakeholders, (the interns, the mentor teachers and the Liaison lecturers) thought about certain key components of the internship model and their understanding of this 'Case' in pre-service teacher education.

Survey questionnaires were administered to participants of the study because I wanted some commonality of participant responses in certain key areas that could be systematically organised, examined and interpreted. These survey questionnaires (see appendix one) contained open and closed items and ranking scales. I used this combination because I wanted to be able to compare and contrast this data from the survey questionnaires with the data obtained from interviews, from personal observations, from journal entries and from document analyses. I was aware of what Patton (1990) refers to 'the differences between qualitative inquiry based on responses to open-ended questions and quantitative measurement based on scales composed of standardised questionnaire items'(Patton, 1990). However, I considered it necessary to have 'a balance' of approaches to guide me to obtaining meaning and to substantiate my claims.

The third major issue was the growing awareness that I was far too close to my study. I was living it day by day. I was the mover and the shaker within the program. I was part of the lives of the participants and part of the 'case' that I was examining. As this awareness grew I realised that I needed to re-visit the literature about design, methodology and writing styles in order to find, justify and situate my study. The following section explicates this journey.

Struggling with a design

It was my intention to paint a real and authentic picture of my research into Pre-Service Teacher Education (PSTE), the use of Computer Mediated Communication (CMC), and the 'Internship', which had in reality become a major part of my professional and personal life. I considered myself fortunate on one hand, that I was able to marry part of my professional work with my research study. However, on the

other hand, I perceived that this closeness had the potential to be problematic to me and to potential readers because of an apparent lack of neutrality and objectivity, which is so often expected of research. I wanted to show my personal struggling, and engagement in a journey, which expressed my understanding of a reality, lived, experienced and constructed. Polkinghorne (1997) led me to an understanding of what I thought I was coming to terms with and to recognise that I had at least some control of where I was going. His claim is that, "The narrative provides a more epistemologically adequate discourse form for reporting and assessing research within the context of a post positivistic understanding of knowledge generation" (Polkinghorne, 1997, p. 7). As a result of this understanding, I began to recognise that the knowledge, which I was constructing - through my own experiences and interactions with the world that I was a part of, yet also apart from - was legitimate, because it was my reality that I was constructing and, dare I say, creatively inventing the text using language. Polkinghorne voiced this in the following way. "No longer are knowledge statements considered to be mirrored reflections of reality as it is in itself; rather, they are human constructions of models or maps of reality" (Polkinghorne, 1997, p. 7). Without really realising it at first, I was bringing my map of reality into consciousness, through my reading and my developing text. Over a short period of time, the narrative approach evolved for me as the most appropriate means of telling my story. Patton (2002) also helped me to appreciate the power of personal narrative and how my personal journey was woven into the fabric of a wider world study of the culture I was researching. "The idea of "story," of personal narrative, intersects with our earlier look at auto ethnography in which the researcher's story becomes part of the inquiry into the cultural phenomenon of interest" (Patton, 2002, p. 116).

However, I still had the feeling, or need, to justify what I was trying to do, in the telling of my story by returning to the 'big guns in research' i.e. the authorities in this narrative / auto ethnographic style. Reading the work of Ellis and Bochner further convinced me that, even though I was trying to relate and report my educational research in a different way to the 'norm', I was attempting to use a recognised post positivistic approach and, provided that authenticity could be

established through the quality of my text, the subjective expression of my reality was appropriate.

> When ethnographers like me make texts, try as we may to report and represent accurately, we necessarily invent and construct the cultures we write about... Your utterances in language cannot express anything completely independent of what you're doing there. When we give up the notion of unmediated reality, we forego the scientists strong claim that he is discovering something completely outside himself (Ellis & Bochner, 1996, p. 20).

In reading the 'big guns' of narrative and auto ethnography (Denzin, 1997, Denzin & Lincoln, 2000, Ellis, 1997, Ellis & Bochner, 2000, Patton, 2002, Reed-Danahay, 1997, Richardson, 1995, Tierney & Lincoln, 1997, Van Maanen, 1995) I slowly began to understand what could be achieved in using such a personal and powerful tool as auto ethnography.

The emergence of Auto ethnography as the preferred approach

Auto ethnography as described by Ellis and Bochner is a genre of writing that "displays multiple layers of consciousness connecting the personal to the cultural" (2000, p. 739) They claim that the distinctions between the cultural and the personal become blurred as the author changes the focus and moves back and forth between looking outward and looking inward.

Although auto ethnography has not been common within education, its value and the perception of its worth, is changing. Ellis & Bochner (2000) make the following claim: "Auto ethnography has become the term of choice in describing studies and procedures that connect the personal to the cultural" (Ellis & Bochner, 2000, p. 740). As I read the works of the narrative writers, my focus as a researcher changed and evolved. I started to see for myself the need to step back and take a hard look at what I was attempting to do and began to recognise that the narrative style was an appropriate one and, perhaps, the only way to present, in a meaningful and mindful way, the cultural phenomenon that I was researching and living. I also

recognised that I was changing as an individual, and as a researcher, as I continued to reflect about my journey in the literature. In Patton's words (2002), I used my experiences to garner insights into the larger culture or subculture of which I was a part. Therefore, at the centre of my auto ethnographic study lies my self-awareness and the reporting of my own experiences, my introspections, as a primary data source.

Auto ethnography and self awareness

With the help of others, in particular one of my colleagues, who is a recognised narrative writer, I was encouraged to conduct further research into the literature on auto ethnography. I was aware that I was not just the objective observer, or just a "participant observer" (Creswell, 2002). The writings of Reed-Danahay (1997), and Ellis and Bochner (2000) further guided my journey to understanding. Reed-Danahay (1997) suggests that "One of the main characteristics of an auto ethnographic perspective is that the auto ethnographer is a boundary-crosser, and the role can be characterised as that of a dual identity" (Reed-Danahay, 1997, p. 3). In presenting an interesting history of auto ethnography Reed-Danahay (1997) identifies the many different understandings of the term. She defines her use of the term as the form of self-narrative that places the self within a social context. It is both a method and a text, as is the case of ethnography. In the development of my research story, I had began to see myself as the ethnographer who tells the account of one's life as an ethnographer. Reed-Danahay (1997) also suggests that voice and authenticity are open to question. Her claim, which I support, is to assume that "an auto ethnography is more authentic than straight ethnography and that the voice of the insider can be assumed to be more true than that of the outsider" (Reed-Danahay, 1997, p. 3).

Auto ethnography combines the methodology with the writing of the text which explicates the personal story of the writer with the encounters and experiences of the culture in which the study takes place. As explained by Ellis, "The goal is to enter and document the moment-to-moment, concrete details of a life. That's an important way of knowing as well" (Ellis & Bochner, 2000, p. 761). Further to this "Auto ethnography provides an avenue for doing something meaningful for yourself and the world". (Ellis & Bochner, 2000, p. 761). The telling of my particular

research journey into pre-service teacher education means something to me personally, but it also has the potential to have an impact on the wider educational community. I have adapted and used auto ethnography as a means of investigating and relating a personal encounter, occurring within the social context, or culture of teacher education and learning. I am not attempting to declare my emerging knowledge as scientific truth, or as a discovery beyond me, but rather as my creative construction of a reality, which I had lived. Richardson expresses the view that "all knowledge is socially constructed" and "Writing is not simply a true representation of an objective reality; instead, language creates a particular view of reality" (Richardson, 1995). Auto ethnographies are this. They are one person's view of reality constructed around and through other people.

Auto ethnography as narrative

Auto ethnography as a narrative form of writing and as a 'way of knowing' is established through thinking in the abstract and making judgements in the 'here and now'. Pentland claims that

> the narrative is especially relevant to the analysis of organisational processes because people do not simply tell stories - they enact them. Narrative data have surface features that are useful for description, but explanatory process theories must be based on deeper structures that are not directly observable (Pentland, 1999, p. 711).

Fitzclarence and Hickey (1999) further explain a little of the power of narrative methodology and the arrival of meaning.

> Narratives provide the sources of meanings that people attribute to their experience. Stories not only express meaning given to experience but also determine which aspects of experience are selected for expression. In this sense narrative or story provides the primary frame for interpretation of experience (Fitzclarence & Hickey, 1999, p. 8).

If narrative is to be written as story and in a personal meaningful way, then it would seem to be essential that it be written in first person with the researchers hand, or voice, revealed up front. Ellis suggests that authors aren't encouraged to write articles in first person (Ellis & Bochner, 2000). Malin supports this by declaring that we have now come a long way from the time we felt compelled to refer to ourselves, in third person, as the 'researcher' (Malin, 1999).

I have written this account of my research in the first person as much as possible because I believe that writing in first person brings with it a personal accountability, an active voice, presenting an authentic believable narrative containing the pitfalls as well as the strengths. Ellis writes:

> By not insisting on some sort of personal accountability, our academic publications reinforce third-person, passive voice as the standard, which gives more weight to abstract and categorical knowledge than to the direct testimony of personal narrative and the first person voice (Ellis & Bochner, 2000, p. 734).

However, the use of first person active voice brings with it a degree of risk because it exposes feelings, beliefs and attitudes. It also leaves me open to criticism because of a perceived lack of objectivity. However, if the perceived reality is presented as is, in an open way, i.e. without claims to be the truth, then the story conveys the message, the meaning and constructs the reality.

Constructing a Reality

According to Bruner (1986) "there are two modes of cognitive functioning - two modes of thought, each providing distinctive ways of ordering experience, or constructing reality" (Bruner, 1986, p. 11). Argument and story (narrative) are distinctive ways of ordering thought, experiences, or constructing a reality. As such, although they are both "ways of knowing", they vary greatly in the procedures used for verification. To Bruner (1986) what each seeks to convince us about is fundamentally different. An argument convinces us about what is truth based with an appeal to particular procedures, which have been used to establish formal and empirical truth. On the other hand, a good story convinces us because of its

lifelikeness. It does not establish truth, like an argument, but presents verisimilitude. It is verisimilitude, which I believe that I am conveying by using the narrative writing style of auto ethnography.

The use of metaphor in my writing

As I prepared for this study, and as already indicated, I was filled with many misgivings, frustrations and insecurities. As I pondered I found the work of Janesick (1990) who used the "metaphor of dance" in her attempt to capture the essence of qualitative research design. She used the "metaphor of dance" because of her personal love of the art form of dance and the power of metaphor. "Because dance is about lived experience, it seems to me the perfect metaphor for qualitative research design" (Janesick, 1990, p. 209). In a similar way to that of Janesick (1990), I chose to use a metaphor to guide the telling of my research journey into Pre-service Teacher Education, an Internship and the use of Computer Mediated Communication. I have made use of metaphor because of its power to bring new things into consciousness leading to initially unperceivable understandings. That is, metaphor has the power to take us to where we have not been, or ever perceived we could go.

The Journey Metaphor

The full importance of the journey metaphor, which Lakoff (1999) would describe as a complex metaphor, when applied to lived experiences can be understood more fully in recognising the entailments of the journey metaphor. The following entailments can be seen as the consequences of our commonplace cultural knowledge about journeys.

- A journey requires planning a route to your destinations
- Journeys may have obstacles and you should try to anticipate them
- You should provide yourself with what you need for your journey
- As a prudent traveller, you should have an itinerary indicating where you are supposed to be at what times and where to go next.
- You should always know where you are and to where you are going next (Lakoff & Johnson, 1999, p. 62).

My use of a journey metaphor moves beyond the above commonplace cultural knowledge about journeys. It is my belief that in this post modern digital world, in education in general, and in pre-service teacher education in particular, that it can no longer be assumed that a route can be planned to a particular destination. It is not necessarily possible to be prepared for all the obstacles, know what to pack, or to know the end-point. However, planning and preparation is still important, there are some obstacles that can be anticipated and it is possible to choose a direction to take, even if only initially. Perhaps one of the most valuable components of the journey metaphor is the relating of a journey, whatever it is, and the construction of a reality, as a story.

The Research Metaphor

In constructing my reality, or story, I have identified four distinct layers, or ways, to apply the metaphor, throughout the various parts of my research study. I refer to the first layer of the metaphor as the methodology layer, or the bird's-eye view perspective. I use this layer, in this chapter, to situate my study descriptively, explain the processes involved within the study, and describe the events that have taken place throughout the entire research journey. The second layer of the metaphor is my personal research journey into the literature of pre-service teacher education. In this layer, I see myself metaphorically, as a canoeist, travelling down the mountain stream of pre-service teacher education to a unique snow gum. [The snow gum in this layer of the metaphor is a transition marker and locates the end of a particular journey]. This journey through the literature, like a journey in a canoe down the mountain stream presents a challenging and interesting historical perspective and attempts to explain how pre-service teacher education (PSTE) in Australia arrived at where it is now. The third layer of the metaphor is my data gathering inquiry, presenting my emergent interpretation of what I see and hear from others as taking place specifically within this pre-service teacher education program and in teacher education in general. This layer metaphorically represents the journey of the stream itself arriving at a transitional point in time, represented again by the snow gum. The fourth and final layer of the metaphor is evident along the way of the entire journey and, also, at the point of transition at the snow gum. This layer becomes the evolving metamorphic layer of analyses and the thinking, emerging as the result of my seeking

out of opportunities to stand back and reflect upon the findings of the study. I have examined the body of knowledge, which has been acquired and subsequently presented some of the significant thinking, and judging, that presents possible new alternatives, or ways forward, which are a direct result of my research journey.

The risks of writing

There are risks involved in telling personal and professional stories and seldom can the whole story ever be told. There are parts that should never be shared on moral and ethical grounds. If some of the stories that were related to me were shared, then the privacy of the individuals concerned would be jeopardised. Boucher and Ellis (2000) also place a key responsibility on the author who makes him or herself, and their experience, a central focus of their research. They believe that there has been a wave of interest in the past few years in personal, intimate, and embodied writing. Personal feelings and thoughts should be included, but not in such a manner as to bring harm to others. Although I am the person who is collecting the evidence, I am also one of the participants engaged in the process and in the product. Although I am an instigator and an observer, I am also in a relative position of power. However, in affecting others, I am also affected by others, because we all live within an interdependent ecosystem.

Ellis (1997) claims that in her early forays into narrative writing she experienced intimidation, or a fear of personal exposure. It wasn't until she achieved increased status as an academic and experienced personal grief, which demanded expression, that she was prepared enough to give it a go. "Now it felt less risky to write something other than traditional social science, something that would be engaging, therapeutic and sociologically useful" (Ellis, 1997, p. 126). My quest is similar and through my writing and research I want to do something that is personally rewarding and also of benefit to the world in which I live.

However, I have come to the awareness that it is not enough to just dig up my own thoughts, reflections, ideas, and inspirations, or relate my own story, because many have gone before me and examined in depth many of the same issues. In recognising that it is not sufficient for me to examine only what I think or what I have experienced I have come to the realization that my investigation into some of the current social and learning theories have assisted me in the conceptualisation,

management, organization and development of my own cognitive and affective meanderings. The works of others, and their theories, have enabled me to build my framework for analyses based on the foundations of current learning theories and social constructs.

The society we live in

In this age of Post modernity, as suggested by Bauman (2001) "the feeling of crisis", or "the living at the crossroads feeling" or the 'living under the hammer feeling' that many of us experience may not be because of failure or negligence within education but rather to do with the following characteristics of a post modernistic world:

> ...the universal melting of identities, with the deregulation and privatisation of the identity forming processes, the dispersal of authorities, the polyphony of value messages and the ensuring fragmentariness of life (Bauman, 2001, p. 127).

As already referred to in Chapter one the world we live in today no longer presents the clear patterns of a structured society, or a defined body of knowledge. All authority is now questioned, perhaps due to the individualising of values and beliefs and the importance of what can be referred to as personal freedom. Morality seems to have lost its power to ameliorate the human condition. The power to create, and the power to destroy everything organic, including the Biosphere itself, now appears to be in the hands of humankind. All of western culture, of which Australia is a part, appears to be afflicted by this new human condition. Mackay (1999) in introducing what he refers to as the kaleidoscope of Australian society has this to say about the constant turning in society over the last 30 years.

> We have already been forced to think in new ways about everything from the job prospects of the young to the nature of our Constitution: from our history of abuse of Aborigines to our economic and political place in the world; from our relationship with the fragile physical environment to the role and function of the family in a society where one million dependent children live with only one parent, where 60 percent of preschool children are cared for by someone

> other than a parent, and where an epidemic of adolescent depression raises disturbing questions about the signals we are sending to the rising generation. ... Some of the signs-such as the sickening gulf between rich and poor-have challenged our beliefs about the kind of place Australia really is. ...We have only just begun to understand that some of our most cherished ideals make no sense in a society so harshly divided on economic grounds (Mackay, 1999, p. xi).

It seems that what we want, what we get and what is forced upon us is for the most part determined by economics. We could also say that our society, and our values, are now controlled, dictated to, or strongly influenced by a discourse of the economy in a very different society.

Just the other day an experienced grade three teacher said to me. "I don't know what to do about fathers day in my class this year because seventy percent (70%) of my children don't live with their fathers". I replied that they all had fathers and could at least celebrate that. She then replied, "Well over fifty percent (50%) of them have never lived with their fathers and don't know them." I was left speechless with this remark and had no further suggestions to make. However, this statement of a reality of present day society sends a strong message to me and informs me that our society today, is not the society that I graduated in, as a teacher in 1974. And, this raises the big question about what we are doing differently today in teacher education to address these societal, and as emphasised by Mackay, economic issues that are all pervasive.

Sadly, and in fact, we haven't even started to make adjustments with much of the terminology in education, with terms like 'pedagogy' belonging to a bygone, age. According to Knowles (1990) "Pedagogy is derived from the Greek words *paid*, [his emphasis], meaning child (the same stem from which "pediatrics" comes) and *agogus*, meaning "leader of". He defines pedagogy "as the art and science of teaching children" (Knowles, 1990, p. 54). As such the essence of pedagogy is instruction or training – that is, something that some people (teachers) do to other people (pupils) A pedagogical model of education as argued by Knowles

> is a set of beliefs...based on the assumptions about teaching and learning that evolved between the seventh and twelfth centuries in the monastic and cathedral schools in Europe out of their experience in teaching basic skills to young boys (Knowles, 1990, p. 54)

This 'Middle Ages' model of education would appear to be still firmly in place today as evidenced in our institutions of higher education that predominately rely upon a didactic and instructional model to impart knowledge, (content) from the experts [lecturers] to the students. This model persists today in spite of extensive re-visiting and the re-development of the theories of learning.

A further look at learning

In current teacher education courses Bloom's taxonomies (Marsh, 1996) are now often associated with and linked to Gardner's multiple intelligences: logical mathematical, linguistic, musical, spatial, body-kinaesthetic, interpersonal, intrapersonal, naturalist and existentialist. Gardner, as cited in McInerney and McInerney (2002), recognised or developed the belief, that each of these intelligences had a developmental pattern that is relatively independent of others. Along with this recognition of multiple rather than singular intelligence, students' individual flair or passion should be embraced, expressed and represented. Hargreaves (1995) expresses this in the following way. "Many ways of knowing, thinking and being moral-not just rational, 'logical ones' - are coming to be seen as legitimate..."(Hargreaves, 1995, p. 136). This last point of Hargreaves seems to be extremely important because it is suggesting that there is much beyond and above the purely rational or logical which for so long has been allowed to dominate the aspirations of an 'education'. So many of the 'theories of learning' appear to have fragmented learning and the individual, and attempted to declare that the whole is the sum of these parts.

In an attempt to understand learning and society, the theorists seem to have fragmented these pillars and categorised education into many parts. In my attempt to come to terms with learning, and the society in which we now live, and have our being, it seems to me that we need to draw the fragments together, make the links,

build the thought bridges, make good choices, build community and read the signs of the times. In other words we need to stand back and read the stream.

Moving towards Tertiary Learning

I return again to Bauman (2001) because he appears to have thought through both the social and learning structures of current times. In other words, in my judgement, he reads the stream well and can anticipate what might come next in education based upon experience, thought and judgement. He seems to be able to link the social and the learning theories in a post-modern and contemporary world. To do this he draws on the work of Bateson who identified three levels, or degrees of learning. Stage one, or what Bateson called 'proto learning', is primary learning, i.e. the content of instruction or subject knowledge and as Bauman adds "can be seen with a naked eye, monitored and recorded, even designed and planned" (Bauman, 2001, p. 123). In this stage the processes are immediate, face-to-face and incorporate direct instruction. Stage two, secondary, or what Bateson refers to as deutero-learning is "learning to learn" (Bauman, 2001, p. 124). According to Bateson, and as explained by Bauman, this type of learning occurs beneath the surface and is barely conscious to the learner or monitored by them. It is within this stage, for the most part out of the control of 'teachers', that the learner acquires life-long skills that no fragmented and piecemeal curriculum could ever provide. It is within this process of meta-cognition that the learner "acquires the habits of looking for contexts and sequences of one type rather than another... "(Bauman, 2001, p. 124). According to Bauman, Bateson recognised a need to complete the trilogy by adding the third degree or 'tertiary learning'. This consists of the learner acquiring the skills to modify the set of alternatives that they have learned to expect and handle in the course of learning to learn. This type of learning becomes an imperative in the post-modern world where everything seems to be in a state of flux.

> Every single orientation point that made the world look solid and favoured logic in selecting life strategies: the jobs, the skills, human partnerships, models of propriety, and decorum, visions of health and disease, values thought to be worth pursuing and the proved ways of pursuing them – all

these and many more stable orientation points seem to be in flux (Bauman, 2001, p. 125).

'Tertiary Learning' according to Bauman (2001) consists of breaking regularity, preventing habitualisation and rearranging the fragmentary experiences into patterns; which exist only until further notice can guide learners in the essentials of adaptability, flexibility and willingness to break free from habit. To Bauman "the life success (and so the rationality) of post modern men and women depends on the speed with which they can manage to get rid of old habits, rather than on the quick acquisition of new ones" (Bauman, 2001, p. 125).

This concept, or understanding of post modern men and women, perhaps holds even more importance when the role and work of all teachers in educational institutions, of one kind or another is taken into consideration [by all teachers I am referring to teachers at all levels of education]. Bauman makes the observation that those in educational institutions, especially higher education, are heavily endowed with primary learning i.e. the direct instruction, and give at least some lip service to secondary learning or the process of thinking about learning. However he also claims that real preparation for life, the perennial role of all education, comes about best through tertiary learning which cultivates the ability to live with uncertainty, without clear-cut goals and with a multiplicity of viewpoints. To embrace this process of tertiary learning means that the work of the teacher educator, and indeed the work of all teachers, becomes one whereby the endpoint is not known, cannot ever be fixed and remains an open-ended formative process which is more important that any specific end product.

Thinking about Actor Network Theory

It was for this reason that Actor-Network Theory (ANT) was considered when the process of formulating a social framework to underpin this study was being developed. Actor Network theory according to Law (1992) "is a process of heterogeneous engineering in which bits and pieces from the social, the technical, the conceptual and the textual are fitted together, and so converted (or translated) into a set of equally heterogeneous scientific products" (Law, 1992, p. 1). The drawing together, through a process, of both the human and non-human elements was at first

considered as an appropriate and desirable framework for this study. However, the end point of a "set of equally heterogeneous scientific products" was considered to be a mismatch when examining a socio/educational process. Also the ANT concept of a 'black box', that is, the concept that locks up and closes off that which no longer needs to be considered, also appears to be problematic because this process closes off the examination or study of certain attributes or conditions. However, according to Latour (1999), one of the developers of the original Actor-Network Theory, this locking away of things that no longer need to be considered may well have been a misrepresentation of the original ideas. In 1997 while presenting a keynote address 'On Recalling ANT' Latour made it clear that over a number of years the ANT concept had been misconstrued. Latour claims that in essence ANT should be considered not just another way of overcoming the long-standing powerful dissatisfactions of the social sciences, i.e., the micro/ macro debate about social order, but as a means of paying attention and exploring the conditions that make these and the other dichotomies possible. Latour (1999) suggests that the social order may not at all be made up of the opposing notions of agency /structure; individual /structure; micro/macro; at all but rather consist of being a circulating entity. In adopting this bypassing of the social dichotomies ANT can then be seen to have contributed to and "to have transformed the social from what was a surface, a territory, a province of reality, into a circulation" (Latour, 1999, p. 19). It is therefore, according to Latour (1999), a theory that allows us to get more [better understandings] by following the circulations than we would get by defining entities, essences or provinces and as such it is part of the anti essentialist movement. To make this clearer we can turn to Law (1992) who clearly states that Actor-Network Theory is analytically radical because it challenges in part the accepted set of ethical, epistemological, and ontological beliefs. As a method it does not accept "that there is a difference in kind between people on one hand and objects on the other. It denies that people are necessarily special" (Law, 1992, p. 1).

It is at this point that I tend to part company with ANT because I don't accept or agree with this position, so clearly stated by Law (1992). Human people, in my opinion, are very different from other animals and from all the other materials that co-exist with us in this world. Humans are capable of using their intellect, in fact

capable of using their whole person to meet their own needs and the needs of the community/s in which they reside. I further believe that humans are transcendent beings, in, of, and beyond the physical realm of their existence. Humans are gregarious by nature, are intrinsically social and need to live in the company of others. In fact, if we are to agree with Mackay (1999) we acquire our values from the experience of living in community with others. "Morality is the expression of community"(Mackay, 1999, p. 256).

I don't agree with Latour (1999), perhaps because of my belief in social construction, that there is only one predicament of the modernist world which has to be, or can be, tackled all at once in entirety and that ANT is a possible way of addressing this predicament through its "theory of the space or fluids circulating in a non-modern situation" (Latour, 1999, p. 22). Latour claims that ANT alone has taken to task all the so-called components; out there, nature; in there, psychology; down there, politics; and up there, theology, as a total package. In particular, and because of the suggested fluidity, or circulatory nature of the evolving theory I can't see a place for Actor-Network Theory in my research. Also, because of my established belief system, I find it difficult to accept the following statement from Latour

> What about the half hidden sphere above, that has been used as a guarantee for the rest of the modernist systems? I know this is a very risky territory since if there is anything worse than dabbling with non-humans, it is to take theology seriously (Latour, 1999, p. 24)

As transcendent beings, I think that humans need to take theology seriously and their beliefs, values and indeed their morality, formed in family and community, are part of what it is to be human. In my opinion the reaching outward, beyond just our created world and the world of matter, gives purpose to our collective and individual existences. As human beings we need to be heading somewhere rather than being lost and alone in a meaningless world. In my journey I am heading towards what the tree represents – a strong and inviting life force.

The emergence of a social framework built upon the work of Hannah Arendt

It is at this point that the social theory of the political commentator and philosopher of modern times, Hannah Arendt (1958), who writes of thinking and judging Actors and Spectators, comes to the fore in my emerging thinking. For Arendt, thinking and judging are different yet interrelated faculties of every human being. Thinking to Arendt is a soundless solitary dialogue, or expressed in another way, is the two-in-one dialogue that one has with oneself. Arendt in her own words expresses it in the following way.

> ...he who does not know the intercourse between me and myself (in which we examine what we say and do) will not mind contradicting himself, and this means he will never be able or willing to give account of what he says and does (Arendt, 1990, p. 44)

The ability to think, a prerogative of everyone, not just the intelligent, is a faculty, which is always present in everyone. In saying this we are declaring that it is part of what it is to be human and indeed a natural need of human life. To consider thinking in this way is to consider thinking as a solitary business, but in it, we are also keeping ourself company. To do 'thinking' we need a degree of privacy that is so difficult to find time for in our current 'under the hammer' world.

To Arendt the faculty of thinking is not the same as the faculty of judging. She refers to judging as the most political of a person's mental abilities and as the faculty to judge particulars. "Thinking deals with invisibles, with representations of things that are absent; judging always concerns particulars and things close at hand" (Arendt, 1990, p. 446) Judging, for Arendt, then deals with the tangible, visible, here and now realities and focuses on the concrete and the specific. Judgements would therefore seem to be made up of what we have learnt or been taught and our habits and rules which only last until they are replaced by another set of habits and rules. Arendt summarises it in the following way.

> If thinking, the-two-in one of the soundless dialogue, actualises the difference within our identity as given in consciousness and thereby results in conscience as its by product, then judging, the by product of the liberating

> effect of thinking, realises thinking, making it manifest in the world of appearances, where I am never alone and always much to busy to be able to think (Arendt, 1990, p. 446)

These vital faculties of human beings form an essential framework from which I have examined, gathered, analysed and interpreted data. My understandings and my findings have emerged from, and through, my own thinking and judging which has been conceived and grown through the stories of those who have been recognised as the major stakeholders within the internship and within pre-service teacher education. As far as possible, in this 'Case', my study in the world of pre-service teacher education, I have attempted to do what Coulter (2002) suggests and have represented Arendt's concept, that is, her way of viewing the common world and visited with my fellow inhabitants of planet earth. "Respecting diverse standpoints requires dialogue with other people, listening to their stories, and relating to their uniqueness without collapsing these divergent views into a generalised amalgam" (D. Coulter & Wiens, 2002, p. 18). In this way I have attempted to be the kind of actor that Arendt suggests and I have visited with people, tried to come to terms with what they had to say and to see where they were coming from. I have encouraged them to relate their stories to me in their own voices that are presented in the later chapters of this study. In following the guidance of an old Native North American Indian proverb I have tried to walk two summers in their shoes so that I could come to know them. In coming to know them I have attempted to also recognize and respect the plurality and the natality of each of those I have encountered. By plurality I am referring to what Arendt (1958) refers to so often in her writing. "Men, not man, (sic) live on the earth and inhabit the world" (1958, p. 3). We live among men and woman, and in, and through, and by them, we form and establish our own identity and the purpose of our existence. By natality I include what Arendt refers to as the uniqueness and the agency of others on the planet. Humans can create and begin new things and they do this because of ability to exercise freedom. Human beings have the capacity to make choices and every choice they make has an impact on their own life and the lives of others.

I have used this social theory of Arendt as a tool to compare and examine the various roles and stages that have emerged over the last two years within the implementation of the Gippsland internship model. Thus the theorising of the internship is focused around the emergent thinking and judging of actors and spectators.

If beginning teachers need to be, as Coulter suggests "thinking and judging actors and spectators" (2002, p. 22) living in a world that believes in plurality and natality then so too do our teacher educators need to be free from habitual thinking and habitual judgement. This freedom from habitualisation, or freedom from habit, links the work of Arendt to Bauman (2001). It would seem to me that the means to adopt 'tertiary learning' and achieve the freedom referred to by Bauman, rests in effective and purposeful thinking and effective and purposeful judging which can only be achieved if there is time for the thinking, before the acting. Time is also needed if sound judgements are to be made, realising the thinking and making it [the thinking] manifest in the world of the concrete, here and now.

Some implications and moving on

I have made the assumption that teacher educators need the ability to stand back and take a bird's eye view of the programs they operate and then be willing, in a mindful way, to return to the play, preparing teachers to be good thinkers and judges in their own right. In part my own story in pre-service teacher education, and in particular my personal encounter with the Gippsland internship, is my bird's eye view as a spectator and as a thinker but there is also the other dimension where I am also the thinking and judging actor within this story through being involved in the visual, here and now, day to day operations. I am personally and subjectively in and out of the play but I am also in dialogue and conversation with other actors and spectators who also share their story in discourse. Perhaps it is through Arendt's "two in one dialogue"(1990, p. 446), referred to by her as 'thinking' that the real power of the narrative, and indeed, auto ethnographic writing comes to the fore. Perhaps as Villa (1999) declares the researchers role is to be in and out of the game and balance existentialist engagement and philosophical withdrawal.

Moving towards the Research Question

My personal recognition of the power and place of thinking and judging actors and thinking and judging spectators, coupled with the recognised value of writing narrative, to record thinking and judging, guides this research. This research is not just my analysis and interpretation within the field of pre-service teacher education. It is my attempt to focus on some of the 'Big Picture' issues facing our society in the 21st Century - especially with respect to finding ways to improve teacher education and the learning outcomes for the future generation of students living in a very different society. In this research I also present my auto ethnographic narrative in the manner suggested and encouraged by Bochner and Ellis i.e. "readable, evocative, engaging and personally meaningful" (2000, p. 761). To do this I am telling my personal narrative of encounters within pre-service teacher education and in particular the Gippsland internship. I have focused my research on the following questions.

RESEARCH QUESTIONS

The central question of this research is as follows:

In what ways can the educational community be guided to re-conceptualise teacher education in the post-modern digital world?

The data gathering process and subsequent analysis is further guided by the following questions.

- How does the application of a process of 'reflective mentoring' and the use of a CMC network impact on the learning outcomes of pre-service teachers, involved in a one year Pre-Service Teacher Education Internship facilitated through a partnership between schools and a university?

- What are the issues and strengths/weaknesses identified by the various stakeholders when engaged in using a process of 'reflective mentoring'

within an internship rather than the 'traditional' supervision practices of a practicum?

- How do the interns involved in the internship perceive the role of their mentor teachers, their university liaison lecturers, their peers and their professional development schools?

- What are the perceptions of the liaison lecturers and the mentor teachers about the internship and the model of intern monitoring (supervision) being implemented?

- Do the interns, the mentor teachers and the liaison lecturers see the use of the CMC network as a viable and useful tool to facilitate communication, resource sharing to assist in teaching and learning and as a method of monitoring (supervision)?

- What can be identified as the key attributes and benefits of partnerships between Universities and Schools with respect to the preparation of pre-service teachers?

These questions were used as a guide, or framework, as data was gathered through surveys and interviews with all the stakeholders. The answers to these questions helped to build a 'Big Picture Image' of what was taking place within the internship, teacher education, education and in society.

RESEARCH METHODOLOGY AND PROCEDURES

In essence the research design explains how I have planned to retell the experience and answer the research questions posed. As indicated earlier, my first intention was to try and quantify what others thought and were willing to share by using surveys. I had the intention of supporting this data with interviews of participants and through document analyses. However, as the study progressed my evolving understanding of the processes lead me to look towards a narrative qualitative study with its roots firmly embedded in the emerging tradition of auto ethnography.

Setting And Participants

This study is essentially interpretive narrative research conducted in a natural setting. The multiple-method approach, consisting of structured and unstructured data gathering, is used to organise and record the different stories of a range of participants within the internship program in order to better understand the issues faced during their respective journeys. All of us involved in this journey are co-travellers.

The three main groups who were invited to participate in this study were the fourth year students, referred to as Interns, the mentor teachers in the Professional Development Schools (PDS's) and the university lecturers, referred to as Liaison Lecturers. The data-gathering component of the study was conducted over a two-year period and involved two internship years or two groups of interns. At the end of this two-year period the potential participant group consisted of some one hundred primary and secondary graduates, eight liaison lecturers and some one hundred and twenty five school-based mentor teachers. Although all these were contacted during the course of the study, not all of them chose to be involved.

Each of these groups, which I refer to as the stakeholder groups, together present certain patterns of understanding and indicate commonalities about their perceptions and feelings about what has taken place during their internship experience. Some participants also chose to share their interpretations through personal vignettes explaining why some initiatives and interventions have been successful and other unsuccessful. In this way they were prepared to share their short stories, or the narrative of their experience. Fitzclarence and Hickey (1999) cite Willis. (Willis, 1977) "...it [narrative] represents a line of thinking in social inquiry that recognises the subjects of the study and analysis as both knowing and active within a given context (Fitzclarence & Hickey, 1999, p. 6).

Data collection included surveys, interviews and personal vignettes of mentor teachers, pre-service teachers, university liaison lecturers, my personal and reflective research journal, personal vignettes and analyses of other relevant documents.

In many ways these are the influences encountered, or the geography experienced, or the story told, as if we are looking down on the study, or experiencing a bird's-eye view of the story journey as travelled down the mountain

stream. The people in this story are very real and have lived through an experience occurring around them and with them. The interns, in particular, have had little choice about many of the experiences that they have encountered because they have university requirements to meet. There has been a little room to negotiate certain tasks and roles within their schools. The mentor teachers perform the role of mentor with various degrees of success and understanding. Sometimes it has been because they are directed to the role because of their position in the school as a teacher with additional responsibility, i.e. an Experienced Teacher With Additional Responsibility (ETWAR). The lecturers involved in this study have some choice in terms of their workload and have chosen to be involved. All participants involved in this study, like the flight of the bird navigating by following the stream, have freely chosen the path they have taken by becoming involved and telling what they know of the experiences they have encountered.

Procedures Used For Data Gathering

Throughout the two years of the study I maintained an ongoing record of major events, occurrences and interactions within the internship. This document was my research journal and although it is not a complete blow by blow record of all that has taken place it is still, however, a powerful and useful record and adds substance to my story of engagement and withdrawal. To a degree this record is anecdotal but it is also reflective and developmental.

Surveys and Interviews

Various groups were surveyed in both the pilot study year of 2001 and during 2002. In 2001 the range of surveys and associated interviews (see appendix) were extensive and consisted of the following groups.

- Graduates from the internship/school-based program of the previous programs 1995-2000 (appendix one)
- Interns of 2001 (appendix one)
- Liaison lecturers form the university (appendix two)
- Mentor teachers from Professional Development Schools of 2001 (appendix three)

The questions in the surveys were structured for the most part but also contained a number of open questions allowing for individual and personal responses from the participants. The interviews, although consisting of a number of directed questions, were also open-ended and allowed for personal interpretation and an openness of response by the participants. In 2002 the three stakeholder groups were surveyed using questionnaires in February and October of 2002. The interviews for all three groups [stakeholders] were conducted during October and November of 2002.

The structured data collected using questionnaires was analysed using SPSS. These data provide descriptive statistics and presents information about frequencies and general patterns of understanding pertaining to the research questions. As already mentioned the small sample does not allow for in-depth statistical analyses. The qualitative data has been provided from in depth interviews and from the vignettes and stories provided by the participants.

The framework for data analyses

To organise the data, and to monitor emerging interpretations, a framework has been developed and used to sort and filter the data into the major themes of the study focused around; educating in and for the 21st century; significant issues arising in PSTE from interns, mentor teachers and liaison lecturers; partnerships with schools; the process of 'reflective mentoring'; and the place and use of a CMC network.

The framework used in this research for data analyses is based on the following four major elements, or building blocks of this study:

Self

Social/others

Ecosystem

Systemic change

The element of 'self' is significant because as Giddens (1984) acknowledges "Human agents or actors... have, as an inherent aspect of what they do, the capacity to understand what they do while they do it" (Giddens, 1984, p. xxii). Coupled with this knowledge of knowing what they do is the 'actors' attempt to achieve, through self-construction, what Giddens (1991) has referred to as "the ideal self (which) is the 'self' that I want to be" (Giddens, 1991, p. 68). The 'self' would therefore appear to be in a state of 'becoming' and perhaps as Bauman (2001) suggests is engaged in

"the feverish search for a new self-definition and, ideally, a new identity as well" (Bauman, 2001, p. 127). How then is this search for 'self' conducted?

According to Mackay (1999) "Morality is the expression of community" (Mackay, 1999, p. 256). Thus it would appear likely that the 'self' becomes formed in the company of 'others', i.e. the 'social': "It is through the process of forming and nurturing relationships with each other... that we gradually evolve our understanding of what works and what doesn't work (Mackay, 1999, p. 256). It is perhaps only in examining the vastness, complexity, inter-relatedness and interdependence of these relationships that it is possible to recognize the ecosystem of humanity. As already noted by Ward and Dubos (1972) humans inhabit two worlds - the biosphere and the technosphere - and reside within a single system on planet earth. Singer (2002) places a 21st century emphasis on this concept and identifies what he believes to be the major challenge for this century: "Now the 21st century faces the task of developing a suitable form of government for that single world. It is a daunting moral and intellectual challenge, but one we cannot refuse to take up" (Singer, 2002, p. 219). Facing this challenge is, in reality, facing the reality of systemic change in this post-modern world. Giddens (1991) suggests that

> Processes of change engendered by modernity are intrinsically connected to globalising influences, and the sheer sense of being caught up in the massive waves of global transformation is perturbing... change is intensive: increasingly, it reaches through to the very grounds of individual activity and the constitution of self... Achieving control over change, in respect of lifestyle, demands engagement with the outer social world rather than retreat from it (Giddens, 1991, p. 184).

I anticipate that the four identified elements will be recognised as appropriate and significant, not just as individual elements, but as essential interdependent components of an open, yet engaging framework, which facilitates understanding.
The elements used throughout this study are presented as

- The story of **self** – presented as an individuals journey in space and time.

- The journey intricately involves the **social / others** – through partnerships and relationships, communication, interaction and engagement.
- Education, like the world of the Biosphere, is an **ecosystem** – a network of interdependence and inter-relatedness
- Learning within a single system can be a journey of discovery and involves **systemic change**, which is change from an existing practice, experience or perspective.

I intend to echo this model or framework through the data gathering and data analyses chapters. In applying this framework I will draw on the terminology used by Arendt and cited in Coulter (2002) and apply the following terms that have already been discussed

- **Actor** - acts of engagement within the world with the other human beings of the world
- **Spectator** - to disengage by standing back to examine the world
- **Thinking** - willingness to engage in a two in one conversation, i.e. to converse with oneself
- **Judging** - actualisation of one's abstract thinking

Research instruments

The raw data was collected using questionnaires and audio taped interviews. The undergraduates were asked to participate, i.e. complete the survey, on one occasion during 2001 and on two occasions in 2002 year (see appendix one). The surveys were administered during seminar days held at the campus. All interviews were audio taped and transcribed for data analysis. Lecturers (liaison lecturers) in 2001 and in 2002 were personally invited to participate and asked to complete a questionnaire and attend an interview (see appendix two). The mentor teachers in 2001 and 2002 were also asked to complete a questionnaire and attend an interview (see appendix three). These were all conducted at the Professional Development School (PDS's) sites. Teachers in schools were also invited to participate, through a personal letter, and asked to complete the survey. They were interviewed in a follow up visit to the PDS during August and September, 2002. Some were conducted as focus group meetings and others as individual interviews depending on the availability of various staff members.

Data analyses

The quantitative data (questionnaires) have been keyed upon receipt into SPSS for coding and descriptive analysis. In essence this data has assisted in determining areas of commonality and has guided in the formation and development of the various emerging themes. The qualitative data (directed and the open questions) obtained through audio taped interviews was also transcribed and coded. The major themes, as described earlier, have been explicated from the stories of the internship over the last two years. These themes were explicated using what Creswell (2002) refers to as "The hand analyses of qualitative data" (Creswell, 2002, p. 261). I wanted to be close to the data and get a hands-on feel of it rather than leaving it to computer software. I marked, coloured and cut and pasted my own data even though I am very competent in the use of computers. The narratives of the various participants, presented in a number of ways have contributed to the building up of a significant body of knowledge.

Procedure for obtaining consent of participants and ethical considerations

For this research study two complete and extensive ethics applications were submitted to the University Ethics committee, the Standing Committee on Ethics in Research involving Humans (SCERH), for approval prior to the commencement of the data-gathering components of the study. Permission to conduct research in government schools was also sought from the Department of Education and Training (DEET) on two occasions, in August 2001 (2001 Study) and in January 2002 (2002 Study). Permission to conduct research was also sought from the regional Catholic Education Office on two occasions, in August 2001 (2001 Study) and in January 2002 (2002 Study). Both employing authorities provided the necessary permissions to conduct research within their respective systems with the proviso that the local respective school principals approved the study within their schools and that a summary of findings were reported back to the respective system authorities on completion of the study.

All prospective participants were invited to be part of the research through personal contact with the researcher. The details of the research were explained to these persons and an explanatory statement provided for them to read, peruse and

interpret at their leisure. They were also encouraged to provide feedback about the processes used and the instruments used. A copy of all instruments and statements was made available for all participants to retain for their own records. Only after signing the consent form were participants interviewed or provided with the survey to be completed. All participants were informed that the study was completely voluntary in nature and that they as participants could withdraw at any time. All participants were presented with the opportunity to consent for themselves and without this consent they were not permitted to be involved in the study.

Procedures to maintain confidentiality

I coded all data and am the only person with access to the coding system. All the information provided by the participants remains confidential and no information that could lead to the identification of any individual will be disclosed in any reports on the study or to any other party. Only I, as the researcher, have access to the original data.

Issues re the potential to be intrusive, upsetting or incriminating to participants

This study has consisted of data collection with surveys, questionnaire and interviews as a main methodology collected with the cooperation and agreement of willing participants. As such it is not intended to cause any stress on any participant. The matters that have been under scrutiny do not involve any physical stress or psychological stress, and minimal inconvenience

Issues re the power position of myself in relation to the interns

All participants were volunteers and chose freely to contribute or not to contribute to the research. With the interns, in particular, I issued in writing and delivered verbally the message that anything contributed, or not contributed, would in no way affect my lecturer/ student relationship or in anyway what so ever affect any assessment or grading associated with the internship or their course of study.

Chapter Summary

This chapter begins by explaining why a journey metaphor was used as a tool to guide in the telling of this multi perspective account within PSTE and explains the

four key layers of the metaphor. It situates the study within a Faculty of Education and presents the innovation of an internship supported by the process of 'reflective mentoring' and a computer mediated communication network. The significance of the research is explained in terms of the need for education to address some of the 'Big Picture' issues facing education in a post-modern world characterised by a rapidly changing and fragmented societies. It is therefore anticipated that this research has the potential to streamline, re-develop and re-conceptualise PSTE, including the school-based component, which is seen as a vital part, but not the only part of PSTE.

Auto ethnography, which connects the personal to the cultural, was chosen as an appropriate methodology for my dual identity - researcher and subject - boundary-crossing study. Using this method was a significant risk that I was prepared to take because I recognised it as the way to combine both the method and the writing of the text, which in turn has released my personal story as the writer, written in first person.

Hannah Arendt's work was re-introduced in this chapter because of its power to promote a synergy between thought and action and a recognised world need for thinking and judging actors and spectators. Arendt's work is used throughout this thesis along with the thinking of Bauman because they have much to contribute as we attempt to come to terms with living and educating in the post modern digital world. The framework for analyses has also been founded within an appropriate body of literature.

The final section of this chapter has identified the research question, "In what ways can the educational community be guided to re-conceptualise teacher education in this post-modern digital world?" and the subsidiary questions. The stakeholders, or the participants in the research, were identified and the tools for data gathering and analyses were explained in detail. In particular the framework for data analyses consisting of self, others/social, ecosystem and systemic change was clarified.

It is because modern education is so seldom inspired by a great hope that it so seldom achieves great results. The wish to preserve the past rather than the hope of creating the future dominates the minds of those who control the teaching of the young.

Bertrand Russell (1872-1970)

THE JOURNEY CONTINUES INTO LITERATURE

My metaphor of a journey down a mountain stream in an open canoe is a recurring theme emphasised in many chapters of my research. The purpose in using the metaphor is to guide the telling of my personal research journey into the literature of narrative writing, social theories, pre-service teacher education, internships and the use of Computer Mediated Communication. The layer of metaphor emphasised in this chapter is that of my personal journey as a canoeist travelling down a mountain stream to a unique snow gum standing high above the stream at the top of a waterfall. As my journey has proceeded, the canoe has become packed with knowledge developed through experience, new learnings and mindful insights. This knowledge has become inculcated and embedded within me and that which could never be planned for has occurred as the journey down the stream has progressed. For the most part I have been in control of my journey because I have taken the decisions, as I travelled, to paddle faster or slower, to steer this way or that way. However, there have been times when I have felt out of control and have felt overwhelmed with the vastness of the encounter and felt that the journey would never end. However, the journey to a particular place, the location of a unique gum tree, has become what I refer to as a locating point of transition. This tree symbolises not the end of my journey of discovery and learning but a point of change, a time for further thinking, a time for further judgements and a time to recapture the plan for my continuing journey as a teacher educator.

THE JOURNEY OF THE CANOEIST DOWN THE MOUNTAIN STREAM

The mountain stream flows through the valley as it has almost always done and moves with grace over the well-worn sandstone and into the dark grottos cut into the embankments long ago, when the stream was not a stream but a raging river. The stream travels constantly and nothing can really stop its journey down the ancient

and well-wooded valley. Not even the waterfalls, rapids, deep pools or never moving large boulders of ancient granite prevent its progress.

As the canoeist, I have followed the flow of the stream and encountered all that the stream has had to offer. There have been obstacles such as rapids, massive granite boulders, fallen trees, overhanging branches and towering cliffs. From time to time it has been necessary for me to stop, disembark, and question what I was doing on this journey and reconsider how I might proceed. Sometimes I have carried the canoe because the water has been too shallow or huge boulders have blocked my path making it impossible for me to navigate without this portage. However, along the journey I have also taken the time to see the beauty of the surrounds and marvel at the gift of nature within touch and a stones throw away. I have marvelled at the banks of the stream lined with snow gums, low brush, tussock grass and the occasional tea-tree. I know now why the wild flowers and grasses stay close, so close, to the banks because in doing so they receive their nutrients and in turn hold the banks in place. And, as my journey down the stream continued I eventually arrived at a unique tree and became inspired by the wonder of a mere snow-gum that somehow seemed to stand up and say 'Hey, I'm special look at me'. My research journey has led me to something special, unique and insightful.

THE JOURNEY CONTINUES

So into what areas of literature did my journey take me? Well, like all specific journeys there is a beginning and mine began in areas of my life long interests: Pre service Teacher Education, Adult Education and the Educational use of Information and Communication Technologies. But firstly

> This is CNN International, five minutes before the dawn of the New Millennium, with all its unknown perils and promise...But before we try to explore the future, lets look back a thousand years, and ask ourselves: could any persons living in A.D. 1000 even remotely imagine our world, or understand it, if they were magically transported across the centuries? Almost the whole of technology that we take for granted was invented near the very end of our millennium – the steam engine, electricity, telephones, radio,

> television, cinema, aviation, and electronics. And in a single lifetime, nuclear energy and space travel...And will our successors, a thousand years from now, look back on us with the same pity with which we regard our ignorant, superstitious, disease ridden short-lived ancestors (Clarke, 1997, p. 34).

Deputy Commander Frank Poole, the lead character in the science fiction novel, *3001 The Final Odyssey*, written by Arthur C. Clarke, was fictitiously placed in a position to do just this at the dawn of the fourth millennium. He was provided with an awesome opportunity to reflect about the millennium he knew about and to wonder about the millennium he had not lived. In the novel, the character Poole survived a space tragedy and had been mysteriously transported to a civilization of humans living at the dawn of the fourth millennium. To assist him in coming to terms with his new existence he is shown news broadcasts about the millennium he has missed. The experience amused, educated and frightened him.

I thoroughly enjoyed reading this novel perhaps because deep in the recesses of my consciousness I have always appreciated the maxim that science fiction resembles or anticipates science fact. However, regardless of scientific fact or perceived truth, the reading of this novel and this section in particular left me pondering about our humanity and the bigger picture of our human condition at this point in time. This pondering took time and it was as if my journey stood still in one of the large pools of almost unmoving water dwelling among the rocks carved millennia ago. Making this time, and the stillness associated with it, provided me with the opportunity for investigation and reflection beyond the immediate day-to-day issues and inspired me stand back and examine the bigger picture.

Our humanity, at the cusp of the third millennium, has the potential to learn much by critically reflecting about the past one hundred years or so of enormous social, political, economic and technological change and about the kind of future we would like to leave for our successors. It is with regard to this reflection, within a particular context or circumstance, that this thesis is situated. Wolcott (1983) in describing his use of story presents the need of the anthropologist to illustrate the real events bounded by time and circumstance. "The effective story should be 'specific and circumstantial,' but its relevance in a broader context also should be apparent.

The story should make a point that transcends its modest origins. The case must be particular, but the implications broad" (H. Wolcott, 1983, p. 202).

The 'Big Picture', teachers and the power of technology

One of the broad implications, or part of the 'big picture' with respect to this thesis revolves around the question of how the future is to be, and can be, prepared for our successors, and by whom? Firstly, this preparation, within the Western World, would seem to occur through the steps, processes and procedures implemented over time in and by our educational institutions. What takes place in our educational institutions is conducted through and guided by our teachers. Teachers, following on from parents, are major contributors to the success of, and the preparation of, our successors. Secondly, this preparation of our successors is influenced in a unique way in this age by the pervasive power of technology. The educational institutions of today are not only big business in the financial sense, they are also very powerful organizations and are being driven to embrace the technological revolution (Department of Education Victoria, 1998, DfEE, 1997, United States Department of Education, 1996).

We live today in the "Digital Age" (E. Dyson, 1998) and the new currency of this age is knowledge. This knowledge would seem to be the 'new wealth' of the 21st Century. However as early as 1957 Arendt (1958) issued a warning applicable to the now digital age and the forth-coming genetic age which is also referred to by E Dyson (1998).

> If it should turn out to be true that knowledge (in the modern sense of know-how) and thought have parted company for good, then we would indeed become the helpless slaves, not so much of our machines as of our know how, thoughtless creatures at the mercy of every gadget which is technologically possible, no matter how murderous it is. (Arendt, 1958, p. 3)

Without providing answers Arendt encourages people in the plural, that is, people living and moving and acting in this world, to do one simple thing that all of us as humans can do. What she proposes is that, "we think what we are doing" (Arendt, 1958, p. 5).

The growth and prevalence of Technology in the Digital age

Living in and immersed in the 'Digital Age' impacts on all of our lives. So much of what occurs in business and communication throughout the world would seem to be the result of the seamless development of digital technologies. These digital technologies that first appeared toward the end of WW II have intruded and impacted substantially, in every area of modern Western Civilisation. Over the last fifty years, there have been significant changes in record keeping and all forms of data management, retrieval and storage, publishing, banking, global communications, on-line shopping, electronic commerce, employment and, of course, the many forms of entertainment. Many of these, as listed above, did not exist previously, except in the minds of the sci-fi writers. Moreover many workplaces, including educational institutions, have significantly changed the way in which they do things as a result of the use of digital technologies.

The power of electronic games can be observed with our young. They consider playing 'Command and Conquer' or 'Doom' a better alternative than completing an English essay. Further to this, today's students are being educated for a totally uncertain future. One recent claim, for example is that "Ninety per cent of the knowledge today's five year olds will need in the next millennium hasn't been invented yet" (Groundwater-Smith, Cusworth, & Dobbins, 1998, p. 346).

Implications for teachers in the digital age

If this prediction proves to be the case, and the indications are that it will, then there are many pertinent implications for teachers in today's schools. Perelman (1992) stated a number of years ago that the world's knowledge is doubling every six hundred days. What is it now? What kind of shelf life does current knowledge, or an existing school curriculum, have in today's world and how relevant will this knowledge be in another five years or ten years? What kind of capable teachers are needed in the schools of the 21st Century to handle rapid technological and social change? What will be the learning demands of a generation of students who have lived from their earliest days surrounded by audio, video and digital games and toys? Although these are not easy questions to answer I am convinced that the teachers of the 21st Century cannot alone be the holders of knowledge, as the monks of the 16th

century were, because this is now impossible. The invention of the printing press, and now the availability of the Internet, makes modern knowledge available to anyone, skilled enough to access it, at anytime. The teachers of the 21st century need to be able to point to knowledge and resources, they need to encourage thinking and reflection. They need to be flexible in their thinking and operations, adaptable to the changing demands of an evolving society and to be the creators of new knowledge.

And again I ask myself what is 'Knowledge'? What knowledge needs to be known, what shape will it take and who will judge what is to be known by whom? I found some answers in my namesake's book 'A design for living in the Digital World' (E. Dyson, 1998). Although E Dyson raises more questions in my mind about the digital age she does continually emphasize the need for thinking in this age. She places emphasis on thinking about the information accessible to us, thinking about how to do things better in this world, thinking about doing better things and thinking about the necessity of morality (E. Dyson, 1998).

> In the information world, people need not just information, but the skills to handle and interpret it. The complexity of our society - and the powers of the digital age - impose corresponding demands on individuals. They need to be better educated to survive economically and socially. They will also need a moral education in order to make the increasingly complex ethical decisions the digital and eventually the genetic ages will present (E. Dyson, 1998, p. 99).

I ask myself who in our society and in our local communities are, or should be the qualified, 'new skills' equipped persons, capable and able to bring about this 'better education' and 'moral education'.

In the first instance it should always be the parents of the children as the first educators of the young in our society, but following close behind are the teachers in our schools and indeed all teachers in all our institutions of learning. It is essential that the teachers of the digital age do not follow the sophists of old and do little more than talk their students into doing what they, as teachers, want. The Sophists, for the most part, did not 'educate' their pupils but rather instructed them in the art of

persuasion because this was the oratory skill of great value in Athenian society. However, one Sophist unlike the others in ancient Athens, charged no fees for what he did. His method of education was not to instruct but to question his pupils. According to Kenny (1998) this unique philosopher, Socrates, likened himself to a midwife and saw himself as one who drew out the thoughts of his pupils. In other words he made them think for themselves rather than tell them what was considered to be fact, truth or the way to do things. Socrates, unlike the other Sophists, did not credit himself with great knowledge or wisdom and relied on his inner divine voice [his conscience] to prevent him from doing wrong. According to Arendt "the very word con-science ...insofar as it means 'to know with and by myself', is a kind of knowledge that is actualised in the very thinking process" (1990, p. 418) He was guided in his own thinking, or two in one dialogue, to examine what he said and what he did. Therefore, we are led to believe that Socrates in 500BC knew what it meant to be a moral person [knowing right from wrong] and the need for a moral education.

A time to Ponder

Pondering in the deep pools and paddling down the mountain stream, never ever seems to be completed, or at an end. This holds to be true with my own journey into the literature. However, as already indicated, there are different phases or sections of any journey. The previous section was focused upon and highlighted concerns with respect to the future of humankind, thinking, knowledge, technology, moral education and the role of the teacher in the digital age. In this next section the flow takes us into the theme of pre-service teacher education. I liken this section of my literature journey in PSTE to my stream journey that takes me through overhanging branches of all shapes and sizes, where the way forward is not clear and one can never tell what is around the next corner. This section also presents my personal journey as I have attempted to examine my reality about what I think is currently taking place in pre-service teacher education. To do this I examined how we educate pre-service teachers in and for a digital age and how we educate pre-service teachers to be the teachers and educators of our successors. I begin this discussion by defining some terms.

PRE-SERVICE TEACHER EDUCATION

I no longer use the widely accepted term, used in Australia, the United Kingdom and in New Zealand, of teacher training. Training to me implies that a certain skill has been learned, an item of knowledge retained, or a particular procedure accepted as being the [only or best] way to complete a task. It essentially refers to the performance of a task, the gaining of a particular competency or the process of developing a particular skill. It does not imply understanding and is usually done to someone, or to an animal. The Macquarie dictionary (2003) refers to training as, "the development in oneself or another of certain skills, habits and attitudes" (Macquarie, 2003, p. 1244). An education, is defined, in the same dictionary, "as the act or process of educating; the imparting or acquisition of knowledge, skill etc" (Macquarie, 2003, p. 352). This definition of education places an emphasis on the process rather than just the acquisition of knowledge and skills which is important when educating our educators. Perhaps also in returning to the Latin root "educo" - to draw out, we can gain a more holistic view of the term education. Smith (1992) defines these two terms in the following way:

> **Training**: a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities.
>
> **Education**: activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity (Smith, 1992, p. 2).

The definition of education noted above seems to me to be appropriate when discussing the preparation of pre-service teacher educators because I believe effective teachers place an emphasis on a holistic education. This definition of education also highlights the wider scope necessary to view the bigger picture of education that also involves thinking, engagement, morality and change in all aspects of life.

As Australia joins the rest of the world in the first decade of the 2nd millennium and moves once again into the next cycle of examining what is effective in pre-service teacher education it does so, as well documented by Preston (2000), on the cusp of a major shortage of primary and secondary teachers. This shortage is not only an Australian problem but also a worldwide problem. The reality exists throughout the western world that insufficient teachers are available to take up appointments. The problems associated with this shortage are manyfold. A move could be taken by Governments and Education Authorities to push teacher preparation institutions into conducting 'quick fix', short duration, pre-service teacher education courses. Such events have occurred in the past and have resulted in poorly qualified teachers presenting at the chalk face. Short term courses 'pressure cook' possible applicants, and just about anyone who wants to be a teacher can pass through the preparation process in teacher education just to fill the job vacancies (Auchmuty, 1980). Another danger already presenting itself is the employment of less than fully qualified student teachers that are being offered, and are taking up teaching positions either as instructors or as casual relief teachers. Even though this is now illegal in the State of Victoria, under the recently promulgated Victorian Institute of Teaching (VIT) Act of 2001, some schools are prepared to risk the heavy fines and place unqualified persons into classrooms. Their reasons for taking the risk are based on the claim that there is a lack of teachers available to take up teaching positions, including part time and casual relief work.

The emergence of regulating institutions for the profession

However, at this time of a shortage it is still just as vital that the children in our schools receive quality teaching from a qualified, committed and dedicated teaching profession. It is perhaps timely that organizations, claiming to represent the profession of teaching, such as the Victorian Institute of Teaching, or the Queensland Board of Registration, are now emerging in a number of States across Australia and promoting the registration of all teachers and the 'profession' of teaching. Without registration teachers are no longer permitted to teach in any school (government or non-government) in Victoria. Other States with registration boards in existence at the time of writing are South Australia, Tasmania and Queensland. The Northern Territory and Western Australia and New South Wales are also in the process of

developing the same. One might well ask - why now? My response would focus on the following; firstly, there appears to be an Australia wide need to lift the status of the teaching profession i.e. by formal recognition of credentialed professional teachers, secondly, to apply a set of standards applicable to all those involved in teaching and thirdly, to provide a means of regulating the profession into the future (Victorian Institute of Teaching, 2003).

Refocusing the Profession

Teacher educators throughout Australia, and indeed the world (Ballantyne et al., 1999, Darling-Hammond, Wise, & Klein, 1995, Fletcher, 2000, Gore, 2001, Hargreaves & Fullan, 1998, F.A. Korthagen & Kessels, 1999, Loughran, 1996, McNally & Martin, 1998, Shulman, 1994, Yarrow, 1998, Zeichner, 1996) are committed to presenting research showing possible improvements to the process of teacher education and provide some insights into the means to provide a quality education for the young. Zeichner (1999) made the following point in his Division K (Teaching and Teacher Education) vice–presidential address to AERA in 1998.

> There is no more important responsibility for a school, college, department, or faculty of education than to do the best job that it possibly can in preparing teachers to teach in the schools of our nation and to support the learning of teachers throughout their career (Zeichner, 1999, p. 13).

Although Zeichner was referring to the education system and schooling in the USA his emphasis upon this key responsibility is just as relevant for Australian educators and in particular teacher educators. Zeichner further challenges all educators to take on–board the new scholarship in teacher education so that it might inform and enlighten the practice of teacher educators. He is most positive with what he sees as the new scholarship now appearing in teacher education and reminds us that there is perhaps no one right way either to do educational research or to do teacher education.

This positive attitude has encouraged and affirmed me in my work and in my quest but it also pointed out to me that I have much to learn from reading the research work of others who have worked in similar fields to me and made similar

career transitions. This in turn, presents a lead into another emerging layer of my research journey - my personal and professional transition from teacher to teacher educator.

A return to the roots of education

Gore (2001) in particular influenced me greatly in my early readings into pre-service teacher education (PSTE) because she places a key emphasis on that which has always been at the core of my teaching and learning. The student and what they get out of a learning experience, in terms of their learning, is of paramount importance. Formal schooling for the young, conducted by qualified professional teachers, should have as its primary focus the improved learning outcomes of its students. It is also logical that this same focus should also exist in the institutions of higher learning charged with the responsibility of conducting pre-service teacher education. The institutions for higher learning, commissioned with this responsibility of preparing quality up-to-date-teachers, exist for the benefit of the clients they serve. Part of their responsibility therefore includes opportunities for research, the provision of up-to-date relevant knowledge, and programs that balance theory and practice. The best possible programs of preparation should be the norm. However, according to Korthagen (1999) it would seem that teacher education throughout the world is in trouble. Korthagen makes this point based on the move, especially in the UK, to move PSTE to school-based 'training on the job' because of a perceived failure of higher educational institutions (HEIs) to prepare beginning teachers for the perceived reality of the classroom in this post modern digital age. This substantial shift, consisting of a return to an almost apprenticeship model of PSTE, caused by perceived failure in the HEIs, that occurred in the UK in the early 1990's, indicates some of the great dichotomies surrounding, and seemingly endemic, within teacher education in the western world for many years.

In looking once more to my metaphor of the stream for some guidance it would seem to me that many overhanging branches enclose the whole area of PSTE. As the saying goes 'one can't see the wood for the trees'. In order to move forward, or indeed to make any progress at all, the way has to be cleared. As already noted, to do this a clear focus of the main responsibilities for teacher educators needs to be located. Perhaps the overhanging branches make it very unclear as to which fork in

the stream one should take. However, recognising once again that the student, or the child, is the main focus of schooling, helps us to identify the major fork in the stream and so the direction to travel becomes clear. There are however significant issues confronting teacher education today, which need to be identified and understood both in terms of current social, political, economic and technological realities and in terms of how we got to where we are now? In other words the 'big picture' needs to be explored from a distance.

The standard format for preparing teachers may at first glance appear to be fundamentally and perhaps simplistically the same since the end of the Second World War. Like many other service professions student teachers complete a period of time in institutions of higher learning-colleges or universities-and concurrently complete a period of time in the field doing practice. This format of preparation, or training as it has so often been called, and its origins, will be discussed later in this document. However, this leads now to one of the major debates of 'thinking' teacher educators.

In clearing away some of the overhanging branches I have come to recognise that the theory/practice debate is one of the major obstacles, like a large granite boulder, sitting in the stream and preventing passage and progress. By stepping out of the action and re-examining teacher education both from it roots historically, and from current realities, it is possible to decide on a way forward. In other words the 'big picture' of PSTE is extremely complex and there are no simple solutions. This can be likened to knowing, or being able to read the mountain stream, especially where there are rapids. When fast flowing water comes in contact with large boulders the exiting water, as it passes a boulder behaves in different ways. How the water behaves as it exits the boulders needs to be read by the canoeist as a "good" or a "bad stopper". A "smiling face" as the water exits can be read as a good sign and passage can occur. A "frowning or sad face" can be read as a bad stopper and the water will not release the canoeist to continue the journey because it holds the water back towards itself and will not let go of the canoeist. A canoeist needs to be able to read the stream. It would seem to me that today in teacher education we need educators who know how to read the stream and know how to relate this knowledge in terms and ways that can be understood by the masses i.e. the pre-service teachers

and teachers in schools. It would also seem to me that the only way that one can read the stream is by standing back from it, i.e. the skills of personal decision making and the making effective and prudent choices becomes vitally important.

The divide or binary of theory and practice

Korthagen (1999) suggests that even though it is essential that theory and practice be linked within a pre-service teacher education program the divide is ever apparent and not frequently discussed in depth in the literature. A vast body of knowledge is now available to teacher educators in such a wide variety of media and it forms the basis of the theory imparted by these experts [teacher educators] to student teachers. This knowledge is deemed by the educators to be useful and essential to the student who will then in turn be able to transfer the knowledge into effective practice within the classroom. Herein lies the essence of this major problem presenting so frequently in teacher education-the theory / practice debate. Gore on entering this debate suggests that "when initial teacher education is understood as a process of education it is likely that both theory and practice in teacher education are seen as necessary and complimentary" (Gore, 1995, p. 15). Too often, as declared by Knight et al "the growing separation of theory from practice and the prioritisation of this means a de facto rejection of the professional status of teachers" (Knight, Lingard, & Bartlett, 1994, p. 463).

To follow further with this debate about practice and theory we need to revisit the concept of training and the concept of education discussed earlier in this document. Training tends to be located in a specific field and associated with the development and acquisition of a battery of skills and competencies that in turn become the tools of a skilled practitioner or a skilled service provider. On the other hand education consists of a more global and integrating outlook focused on knowledge acquisition, thinking, skill development, engagement, morality and the understandings behind the knowledge in all aspects of life.

It would also seem that when practice is valued over theory an increasing emphasis is placed on training as distinct from an emphasis placed on education. This suggests to me that when we prioritise the concept of education, rather than training, and on the synergy rather than the separation of theory and practice, we have the potential to build the professional status of a profession of education as

distinct from preparing skilled and competent service providers. Herein lies three of the most significant issues that have continued to impact upon teacher education preparation over the last 150 years.

- Theory versus Practice
- Education versus Training
- Profession versus Skilled & Competent Practitioners

In an attempt to understand the historical influences and to briefly map the story of teacher preparation in Australia these three issues will be used as a framework, or as journey markers, as we proceed through the 150 years of acknowledged formal teacher preparation.

AN HISTORICAL WALK THROUGH PRE-SERVICE TEACHER EDUCATION

Once again I recognised my need to clear away some of the branches that prevented the progress of my journey. In clearing away the branches I started to read the mountain stream and see some of the boulders and obstacles that had prevented my movement forward. Indeed I needed to step away, get out of the canoe and carefully examine where I was going. From time to time I became overwhelmed with books, documents, articles, papers, reports, recommendations and the reviews ad nauseum. I reached the conclusion that, as a field, teacher education in Australia has indeed been reported on and examined almost beyond reason, especially over the last 25 years. I found myself asking the same questions that many others have also asked. Have all the papers, inquiries, reports and recommendations got us anywhere at all? I also asked myself why had this pattern of inquiry continued for so long and seemingly without answers? My answers go like this. Firstly, the inquiries are vital because they are attempting to deal with one of the most crucial elements of humanity. The education of the successors of humanity-that is, the inheritors of planet earth. Secondly, there is obviously no one, and only, way of carrying out teacher education and perhaps rather than fragment the process into a series of dichotomies we should be thinking about what is not-negotiable, what works in PSTE and what processes best prepare beginning teachers to take on the challenges of a post modern world.

The roots of teacher Education especially in Australia

In Australia, New Zealand and in the UK the roots of teacher preparation, or what is referred to as teacher training, reside in the tradition of a monitorial or apprenticeship system. Within this scheme, as noted in the National Inquiry into Teacher Education (NITE) report of 1980, "The original teacher training institutions in Australia were as much concerned with bringing teacher trainees up to an acceptable minimum standard of general education as with ensuring effective teaching in the classroom" (Auchmuty, 1980, p. 1). As recorded in the appendix to the NITE report, submitted by Hyams, the early 1850s in Australia are significant because it was at this time that the first formalised system of teacher education came into being through the 'Model' schools. The training of teachers was conducted from 1850 in these 'Model' schools rather than in separate institutions. The system, known as the pupil-teacher system, remained in place well into the 20th Century and started a pattern of State Government intervention in teacher education that remained in place for many years to come. The pupil-teachers ideally built up their teaching skills by working under the supervision of a master-teacher both during and after school hours. As a method of teacher education it was popular because it was cheap and as noted by Hyams in the appendix to the Auchmuty (1980, p. 249) report, abuses were evident in terms of excessive workloads, neglect by the supervisors in terms of education of their protégé and in poor working conditions for the pupil teachers. However, in spite of the downside it was not likely to be replaced while it was so cost effective. It is therefore not surprising that up to one third of the teaching staff in some colonies were pupil-teachers. In fact almost the entire teaching force during these times were prepared as teachers through on-the-job skill-based training, an apprenticeship scheme, based on a process of skill and competency development, rather than through a process of education. As is evident so many times in the history of teacher education it would appear that the essential reason that this occurred, and remained in vogue for so long, was on economic grounds rather than educational grounds. As noted by Hyams "In the face of such extensive cost saving, scant attention was paid to the plea that it was undesirable to have school children taught by those who were themselves so young and immature" (Hyams, 1980, p. 250). This period of time, (1850–1900) with respect to teacher education, could be considered as a time that

promoted the apprenticeship and training model, with practice taking precedence over theory, and a skilled practitioner taking precedence over the teacher being recognised as a professional.

It is of interest to note that the model of teacher education that seemingly was adopted in the colonies was not founded on any educational grounds but purely on economic grounds. It is also of interest to note that even though it was acknowledged as undesirable the 'power brokers' and 'holders of the purse' of the day, had their way.

The emergence of theory as the basis for teacher preparation

Gradually towards the end of the century (1900), as noted by Hyams (1980), there emerged the need and awareness that a sound and more theoretical educational base was required for the effective preparation of teachers. Hyams, (1980) clarifies the next wave of development evidenced in the 1920s by the establishment of institutions of teacher training in the Capital city of every State and a mandated requirement of one year minimum formal teacher preparation. In less than twenty years substantial and far-reaching changes had occurred in the preparation of teachers. Although each of the States continued to do their own thing there is evidence to suggest that the influence of Federation at the turn of the century coupled with the thoughts of the 'New Education' movement inspired new ways to view teacher education. As referred to by Hyams the 'New Education' movement was driven by the desire to raise the standard of education in general terms through applying the principles of pedagogical reform and shifting the focus to child-centred education. In moving to theory-based education the importance of teachers' colleges, to impart this theoretical base in teacher training, emerged. As these teachers' colleges emerged so too did State high schools that in turn relieved the teachers' colleges of the task of conducting post-primary education for their trainees. This along with the greater emphasis placed on theory-based courses in designated teachers' colleges is reported by Hyams to have helped to raise the status and recognition of teaching as a profession rather than an apprenticeship. A further contributing factor changing the face of teacher education was the involvement of universities in teacher education. Although very gradual in Australia, teacher preparation courses, especially in the major centres of Melbourne and Sydney,

started to be affiliated with universities within the first decade of the new century. However, for the most part the preparation in universities was directed towards the preparation of secondary teachers, leaving the teachers' colleges focused on preparing primary teachers. In short, up to one-year courses, in teachers colleges the vocational aspects of teaching were emphasised and remained in place well into the 1950s. According to Hyams, an intriguing interlude occurred in the 1930s when pressure was exerted by educational authorities to introduce pre-training practical experience, through a process referred to as junior teachers. It would appear that common sense finally prevailed and similar to the recognition of the failings of the apprenticeship model the junior teacher concept fell from favour. However, it does indicate that a balance between theory and practice did not exist and had not existed up to the time of the Second World War.

As I began to delve into the history of teacher education I found I had to limit my inquiry to essentially State education and have, in doing so, deliberately neglected to examine patterns in non-government teacher education. That is a study in its own right. This choice is similar to my choice to take a particular fork in the stream and not to take another. In my inquiry into teacher education I found that coinciding with the turn of the century and Federation there appears to be a difference in emphasis placed on teacher education by the States, who, in retaining control of education at Federation, presented a definite movement to theory-driven teacher preparation, located away from schools, and into teachers' colleges and some universities. It is also of interest to note that coinciding with this movement is an increase in the recognition of teaching as a profession. It would appear that the concept of a profession was associated with the concept of higher learning in specialised institutions, namely universities and teachers' colleges.

The boom of post World War II

In the post-World War II Era (1945-1960's) emphasis was placed on basic knowledge and on skills, or what is referred to as the vocational approach to teacher training. Teacher education was viewed as 'teacher training' and except for the one, or two-year part-time, University-based graduate diploma of education, for the preparation of secondary teachers, teacher preparation was for the most part conducted in State controlled and funded teachers' colleges. Although all teacher

preparation was referred to as teacher training there were fundamental differences between primary and secondary teacher preparation. Primary teachers, depending upon what State they resided in, completed a one or two year teachers' college certificate to gain their teaching qualification. Secondary teachers were required to complete an undergraduate degree from a university, and then complete a graduate diploma of education.

State scholarships, or studentships, existed to attract recruits and bonds were used to keep these bonded teachers once they were trained in this time of teacher shortage that was the result of the baby boom and the excessive immigration of the post-war years. The Murray report of 1957 states that the Australian population increased by 2 & 1/2% percent over the ten years between 1947 and 1957 (1957) - one percent was immigration and the remainder was natural population growth (Murray, 1957, p. 7)

State control of the training institutions meant that for the most part the employing authority controlled both the administration and the curriculum in the training institutions creating a monopoly leading to what Hyams refers to as "conservatism and brevity of most training programs, with fragmentation and superficiality as its further results"(Hyams, 1980, p. 252). To manage the crisis of a teacher shortage a number of teachers colleges, managed wholly by State education departments, sprang up all over the country. According to Hyams (1980) there were only nine teachers' colleges for the whole of Australia prior to World War II. This number had increased to twenty-nine by 1964. To further accommodate the shortage of teachers, standards of entry were lowered and the duration of courses was further shortened. Further to this some States also reverted to an apprenticeship model or junior-teacher model with time spent in schools for new trainees prior to entry into a short course at the teachers' college. Because of an excessive demand for teachers, in a time of teacher shortage, the cycle moved around once again and what was expedient and cheap for the State Government became the accepted practice.

It is of interest to note here that the concept of State education autotomy in teacher education was not necessarily in place just because it was the way the State Governments wanted it to be. At the time of Federation in 1901 the decision was made that teacher education would remain the responsibility of the State

Governments perhaps whether they liked it or not. This is also an attitude apparent in Sir Robert Menzies address to the House of Representatives in March 1965 when responding to the Martin Report of 1964.

> Important as this field is [teacher education], the Commonwealth is not prepared to enter it. It is one which has been the exclusive responsibility of the States and is, in each State, closely bound up with the State Education Department's judgement as to the training it wishes teachers in its school to have, and as to the manner in which it decides to run its primary and secondary schools (Swanson, 1973, p. 15).

As will be developed later in this document this attitude conveyed by Menzies changed significantly in just a few short years. The statement conveys the message that education in general is seen as very important but the province of State governments to fund, rather than the Commonwealth. The statement also conveys the current thinking of the time that teacher preparation consists of the training of persons to be teachers. Indeed the implications of this statement have remained in place to this day.

It is perhaps incidental, or an aside, that secondary teachers are still predominately prepared for their teaching career using a methodology of preparation [end on] consisting of an initial undergraduate degree, plus a one or two year post-graduate diploma. This model has existed in Australia for nearly 100 years and until recently there were few alternatives, such as four year on campus bachelor of secondary education and double degrees incorporating secondary education. I find myself asking the question whether this model of teacher preparation, i.e. the predominate secondary model, is still in existence today, because of its success, or because of financial expediency. In looking for answers to this and the other questions that have continued to arise in my mind about teacher preparation I found that I needed to refer frequently to the core and original reports that focused on teacher education in Australia. In the same way that I needed to map my journey in the canoe I needed to map the journey through teacher education using documents, reports, articles,

books, etc. I also came to realise that I was on my own journey of discovery and self-actualisation as a teacher educator.

The Implications of the Post War population increase

The post war years through to the 1960s, which have already been briefly referred to, were characterised by a shortage of teachers at all levels of schooling, but especially at the secondary level years, as the post WW II population bulge moved into the high schools. The Murray report of 1957, Report of the Committee on Australian Universities, states the following in its opening chapter.

> The post war community calls for more and more graduates of an increasing variety of kinds...The proportion of the population which is called upon to give professional or technical services of one kind or another is increasing every day; and the proportion of such people who have to be graduates is increasing also (Murray, 1957, p. 7).

In essence the report identified the increasing need for graduates from the Universities of Australia, which were at this time essentially State Universities assisted by Federal funding. The report identified the following as nationwide problems: an overabundance of first year students; an extremely high dropout rate; and poorly resourced and ill-equipped facilities. The summations and findings of the Murray report were in essence the catalyst for initiating increased Federal funding and Federal involvement in the Universities of Australia. In part the arguments made by the committee forced the hand of the Federal Government into allocating more resources to enable the Universities to do their work in educating the nation, conducting research and to be the guardians of intellectual standards. The report also called for more Universities to be established and this occurred early in the 1960s. Without quality graduates, from quality institutions of higher learning, the future of the nation was considered to be at risk at every other level.

Since the schools were critically short of teachers in the areas of mathematics, science and the arts and to encourage school leavers to take up teaching as a career, the state departments of education offered what were referred to as traineeships. Trainees for both primary and secondary education were then bonded to

the department and were required to either teach the required number of years or repay the bond. As already mentioned the secondary trainees were required to complete their three-year undergraduate degree and then complete the further one-year, or two-year part time professional training. At this time primary teachers in all states except Tasmania completed a two-year teachers college certificate. In Tasmania, the Murray report (1957) stated that the University was responsible for the training of most of its primary and secondary teachers with the exception of those students who were taking specialist courses.

It is around this time, the late 1950s and the early 1960s, with the additional involvement of the federal government in the funding of the Universities that we also have increased intervention from the Commonwealth in matters of education. Even though the Federal government more substantially supported the universities of Australia, rather than the non-university tertiary institutions, the Federal commitment to tertiary education in 1963 was a mere 0.8% of the Gross National Product (GNP). The Martin report of 1964/65 also indicated that as GNP increased the percent allocated to education could be in the order of 1.4 % by 1975 (Martin, 1964). The increase in funding by the Commonwealth Government is evidenced in the increased contribution to the costs of all tertiary education in Australia between 1954 and 1962. "In 1954, the Commonwealth Government provided almost 21 per cent of the income of all institutions [tertiary]; by 1962, this proportion had risen to 32 percent (Martin, 1964, p. 216).

While the Federal Government contribution to Universities was 32 percent of their total income the contribution made to non-university tertiary education remained rather low at only 4 % of their total income. While their financial contribution was low so too was their control of the education agenda. However, the changes suggested by the Martin report (1964) strongly indicated that it was time for substantial change. Hyams (1980) suggests that this period, following the boom post WW II years, was a time of much frustration from both within the teachers colleges and the wider community. Facilities were of a poor standard, the curriculum was overloaded, the period of the courses were too short and practical training varied from State to State. According to Hyams (1980), "Pressures of time and course loading within the system of two year training virtually prevented the development

of more extensive and or radical approaches to the practical aspect of training" (Hyams, 1980, p. 255). It is also during this period of time that the language surrounding teacher education began to change. Hyams relates that an example of this is the change in the term 'teacher training' to 'teacher education' and a movement in stated objectives from the 'how to do it' to the 'why do it'. In this change of perspective, initiated in the United States, the existing domination of practice shifted to an emphasis on the general principles and theory upon which the practice was based.

This change in emphasis including a change in language would seem to me to be an attempt to redirect teacher education away from the concerns of just supplying sufficient graduates to one of supplying quality graduates who were educated in their role as teachers rather than just be trained to be teachers. There was also the concern that the emphasis had again returned to practice or the 'how to do teaching skills' rather than an emphasis on why we do what we do. Perhaps there was also a concern that in each of the States the education departments tended to do their own thing. However, because of their local autonomy, coupled with a lack of funding, they were unable to do it well in their run down teachers colleges, conducting short courses, within an overcrowded curriculum, because of the demands of supply. To me it almost seems like the pressures were coming from everywhere but no one body, or organization, was guiding the process. Every State looked out for their own needs and the Commonwealth didn't want to buy into teacher education.

A canoe travelling down a mountain stream cannot be left to its own resources to find its way safely down the stream. A group of people sharing the same vision still need a leader to be in control, to guide passage through the rapids and make the decisions that facilitate the journey.

The Martin Report

In terms of overall change to tertiary education the Martin report (1964) recommended the reorganization of tertiary education into three distinct, but closely aligned categories. The committee believed that greater diversity could be achieved through the existence and workings of these three groups.

- Universities
- Institutes of Colleges (for technical and other higher education)

- Boards of Teacher Education (responsible for all teacher education)

The development of the two new categories would also be funded with establishment, recurrent and capital expenditure in a similar way to the existing Universities. In order to unify these three groups and to present a balanced perspective for all tertiary education in Australia the Martin Report also suggested the formation of a new tertiary commission to replace the existing Australian Universities Commission. This new commission was to be known as the Australian Tertiary Education Commission (ATEC). As indicated later in this document, the Commonwealth Tertiary Education Commission (CTEC) replaced the ATEC although its committee brief was similar.

The Martin Report was commissioned "to consider the pattern of tertiary education in relation to the needs and resources of Australia and to make recommendations to the Australian Universities commission on the future developments of tertiary education"(Martin, 1964, p.104). With respect to education the report made recommendations in these areas:

- Additional resources
- Minimum standards of entrance
- The length of courses
- Professional training of teachers
- State Boards of Teacher Education
- Autonomous Teachers' Colleges
- The staff recruitment (Martin, 1964, p. 220).

The recommendations of this report highlighted the importance and central significance of teacher education in a very clear manner. In an attempt to improve the quality of teacher education in Australia it recommended that adequate financial support should be provided by the Commonwealth to back up the existing State contribution. It set standards of entrance to tertiary education, even in a time of teacher shortage, increased the length of courses and expressed the requirement that all involved in education should be 'professionally trained'. The practical wisdom of the committee is marked by the recommendations to establish a Board of Teacher Education and to support a movement to local autonomy of teachers colleges.

The recommendations would appear to be an early attempt to professionalise the 'teaching profession.' Although the report used the terminology of 'training' there is some evidence to suggest that holistic teacher education was to be encouraged and that a synergy has been recognised, as needed, between theory and practice. It is also interesting to note that the recommendations for Boards of Teacher Education, are only now, forty years later, becoming a reality in some States. Boards of Education, Registration Boards or Standards Councils, as they were known in some States have come in, and gone out again, with changes in the various State Governments. Victoria, in particular, had Standards Council, between 1993 and 1999, instituted by an Act of Parliament. This body had as a major part of its role the approval and recognition of teacher education courses for the State of Victoria only.

In reading the recommendations of the 1960s Martin report I couldn't help thinking where we might be now if a different direction had been taken when the report was released. The federal funding, to assist teachers' colleges, arising out of the report and the establishment of the binary system of tertiary education certainly had a significant impact on education. However I also wonder where teacher education might be today if the binary system had not been established and we had moved directly into one tertiary system, as has eventually happened. With respect to the details pertaining to the new three year teacher education courses it would seem to me that for the most part, and of course in varying degrees, the model of teacher education suggested is still the one most widely used today. As I look back at the history of Teacher Education over these intervening 40 years, since the Martin report, I can see that this report has had a major impact on teacher education and is largely responsible for bringing Teacher Education into the advanced education sector.

Development of the Binary System of Tertiary Education

Although Menzies stated in March of 1964 that he saw little need or advantage for the Commonwealth to be involved in teachers colleges he did, in 1965, accept in principle the recommendations of the Martin Report with reference to the technical education sector. The acceptance of this sector, and the subsequent funding in light of the Martin Report, eventually led to teachers' colleges slowly becoming embedded within Advanced Education, under the umbrella of the Australian

Commission on Advanced Education and away from total funding by the State Education Authorities. From 1967, the Federal Government, supported by the then Commonwealth Advisory Committee on Advanced Education, provided funds to build, what were to be referred to, as State teachers' colleges to the plans submitted by the State Governments. The main provisos, at this point in time, according to Hyams (1980), were the continued financial support of recurrent costs by the States and the guarantee that at least 20% of all new recruits would be un-bonded. Through the 'States Grants Acts' capital assistance, via unmatched grants of some $54 million between 1967 and 1973, each State was supported in developing new State teachers' colleges. According to the Swanson Report (1973) it was not only the teachers' colleges that were being supported by the Commonwealth grants. By 1972 some 20,000 State Department student teachers were also being prepared in the Universities. On the recommendation of the second report, in 1969, of the Commonwealth Advisory Committee on Advanced Education teacher education was finally permitted to be undertaken within the existing six colleges of advanced Education.

In part it would seem that in these years of the middle 60s and early 70s there was a growing awareness of the need to reform, revise and re-resource Teacher Education in a similar significant manner to that movement in the early 20th century that shifted teacher education, for the most part, away from schools. This move, initiated by the Martin report, would seem to be an attempt to raise the status of Teacher Education by initially placing it within federally funded Colleges of Advanced Education. In hindsight we might well say that this step should never have occurred because it presented levels within tertiary education and perhaps even led to the lack of recognition of Faculties of Education within Universities. However, it would seem that there was an increasing recognition of the need to formalise the distinction between 'intellectually trained' workers, in universities, and 'manually trained' workers in colleges and institutes. Teacher education remained at this time in an ambiguous position since primary teacher education was viewed as 'hands on' practice and secondary teacher education - occurring in both in universities and colleges – was seen as at the bottom of the intellectual ladder. When we consider the introduction and implementation of the Colleges of Advanced Education we might

well consider this route, and indeed the Binary system itself, as navigation down the wrong fork of the stream. Fortunately this fork of the stream joined back to the main one further down the mountain.

It is of some interest to read, in the 1973-1975 Federal report of the Special Committee on Teacher Education, known as the Swanson report, the thinking of the time about teachers, the profession, competency, and of course the old divide between theory and practice.

> Teachers earn their living by teaching; they are professionals. A mark of the professional in any vocation is an assured competence. Nothing less than high quality craftsmanship is acceptable from the professional. The colleges [of Advanced Education] must therefore have the resources to ensure that they send their students out into the profession technically competent to work in it. But the work of the professional teacher goes beyond teaching competence. It demands a confident mastery of the subject matter. As it is 'of the mind' teaching has to be studied, thought about and discussed...As teaching is a creative art, it must be practised, analysed, re-thought and practised again. This requires observation and practice teaching in schools and the time and equipment necessary for close, sophisticated analysis of this observation and performance (Swanson, 1973, p. 11).

In viewing teachers and teacher education in this way it would seem that the concept of being a teacher in the 1970s was starting to shift away from that earlier thinking that a person was 'trained' to be a teacher. However, there is evidence of ambiguity and tension. It raises concerns in my mind about what marks a professional, the appropriateness of the term "technically competent", the mixing of the term craftsmanship with the term professional and the re-occurring divide between theory and practice. However the statement does, on a positive note, make a strong case indicating that since teaching is of the mind, teachers need to have a confident mastery of their subject. They also need to have studied, reflected and come to an

understanding of their work in the company of others, because teaching is a gregarious occupation and is centred on relationships. Although I might debate that teaching is a craft, or an art form, I do accept that Teachers learn their craft [profession] through practice and reflection [thinking] about their observation and performance and through their own mindfulness about their developing knowledge and skills. The student teacher in particular needs time and space built into their courses so that they can learn through their thinking to read the stream of education and in doing so establish for themselves their identity as a teacher.

This was the kind of teacher preparation envisioned for the 1970s and located within the new, Federally funded, multi-purpose colleges of Advanced Education rather than in the out-of-date and run down facilities funded and managed by the State Departments of Education. According to Hyams (1980) the movement to Federal resourcing and management occurred either through traditional colleges being transformed into CAEs or with teacher education courses being added to CAEs. The final stages of transformation as noted by Hyams (1980) and also referred to in the Swanson (1973) report consisted of a movement to self-governing institutions under the aegis of a State governing authority, as suggested by the Martin (1964) report. This came about as a result of the linking of funding and the removal of State control by the employing authorities. The Senate Standing Committee on Education, Science and the Arts, cited in Swanson, notes in Recommendation No.7 the following:

> That teachers' colleges be granted financial assistance for recurrent and capital expenditure under the terms and conditions similar to colleges of advanced education, under the State Grants (Advanced Education) Act. In the interim period unmatched capital grants under the present States Grants (Teachers' Colleges) Act should be continued in order that the State building programs will not be interrupted (Swanson, 1973, p. 17).

The Colleges of Advanced Education

Thus fully funded teachers' colleges, self-governing institutions under the aegis of a State governing authority, became CAE's in 1973 with respect to funding and by

1974 were totally under the funding auspice of the Commonwealth. By the late 70's it was apparent that teacher education had become a fully integrated component of the Australian tertiary education system and consisted of self-governing institutions under the supervision of the State's Coordinating Statutory Bodies. According to Eltis (1987) the expansion of the number of Colleges throughout Australia was completed by 1978 with nearly all of the 78 colleges involved in teacher education.

Through these years, since the decision to adopt at least in part, many of the recommendations of the Martin report, the Binary System of Tertiary education operated at substantial cost to the Commonwealth government. This binary system came at a time when the quality of teacher education was very much in question and it was considered to be a cheaper alternative. As reported by Davies (1989) the binary system, which remained in place until 1987, was based on a supposed division of the pure from applied study and research.

> The economic motive, which prompted the government to require that the expansion of higher education take place in institutions that would be cheaper to establish and to maintain than universities, was overlaid with the ideological component which ascribed different functions to different institutions...However, the rationale for the binary policy of higher education demanded a duel system of institutions that were 'equal but different', i.e., comparable in standard but different in function" (Davies, 1989, p. 135).

In a similar timeframe, and in a similar vein to the Martin report, the Robbins report in the United Kingdom struggled with many of the same issues. Although the intent of its recommendations, as stated by Hoyle and John (1998), "was to improve the academic level of teachers, thereby enhancing the status of the profession" (Hoyle & John, 1998, p. 78) the end result became, as Davies (1989) states, "a binary system which was flawed from the beginning" (Davies, 1989, p. 135). She goes on to explain that the system was flawed in both countries because the research-orientated base was presumed to exist only in universities, and the other, alternative institutions, i.e. Colleges of Advanced Education in Australia were presumed, or indeed

stipulated by Government, to cater for the vocational needs of the service organizations in the community.

When the difference in kind is noted in this way it would seem that there was also a difference in status between the two levels of the binary system. The universities, with a research orientation were to prepare the professions in society and the Colleges of Advanced Education were designed to prepare the vocational or service providers of society. With this kind of thinking in place the rhetoric of the Swanson report, referring to the professional status of teaching, can be seen as meaningless. Once again I see that the lack of recognition of teaching as a profession confirms with me that this issue is one of the major boulders preventing passage and growth in teacher education. The rhetoric and the practice don't match and what is expedient, and the cheapest, becomes the adopted way.

The unrest continues

The years following the introduction and implementation of the binary system were not at all smooth years either for Governments or teacher education. In terms of Government the Whitlam Labour government of 1972-75 was replaced with the Fraser coalition of 1975–1983. The coalition was replaced by Labour's return to power in 1983. However, what did remain a constant during these years, and indeed since the involvement of federal funding in teacher education, has been the pressures exerted on teacher education as the result of federal government policy. Eltis (1987) uses the example, that as the supply of teachers in the late 1970s, exceeded the demand for teachers, the federal government with its policies, attempted to shift the focus of teacher education. "A vast expansion took place in the amount of resources available for the continuing professional development of teachers and a parallel reduction took place in the resources available for pre-service teacher education" (Eltis, 1987, p. 184).

The wave of reports and reviews

This dissatisfaction is also evident in the many reports that were commissioned including the first nation-wide review of teacher education known as the National Inquiry into Teacher Education (NITE) or the Auchmuty report. This report, presented in August of 1980, was not an isolated inquiry into teacher education but

surrounded by a number of State reports that were being conducted around the same time. In fact they ran in tandem with each other. In Queensland, the Bassett report, 1978; in Victoria, the Asche report, 1980; in NSW, the Correy report, 1980; in South Australia, the Gilding report, 1980; Western Australia, the Vickery report, 1980. All of these reports grew out of concerns about the quality of teacher education now occurring in a multitude of colleges of Advanced Education spread throughout the country. This proliferation of Colleges of Advanced Education also occurred in conjunction with an over supply of teachers. According to the 1979 Schools Commission discussion paper " the number of students commencing teacher education courses at universities and colleges of advanced education declined from 24,954 in 1975 to 19,556 in 1978, a decrease of 23%" (1979, p. 5). Although the reduction in numbers was a concern to government so too was the high failure rate as evidenced in the Williams report (1979), which was considered to be the most comprehensive examination ever taken in Australia into the provision of education facilities, services, and the relationship between education and the labour market. This report, commissioned in 1976 and delivered in 1979, can be considered as the spark that ignited the subsequent reviews in teacher education. It was this report that raised the concerns, which are noted in the governments' response to the report by Senator Carrick, indicating that the government endorsed the report's recommendations concerning selection of students, attrition rates and the need for a qualitative improvement in the delivery of formal education (1979, p. 8). The Williams (1979) report also signalled the maintenance of the status quo, i.e. the Binary System, with respect to the structures existing within the current sectors of tertiary education. The government accepted this viewpoint and further endorsed the recommendation that a continued emphasis should be placed on the processes involved in providing a quality education rather than further reform of existing structures (Carrick, 1979).

Of course in hindsight we now know that the maintenance of the status quo only ever means for now because within eight years of the report being released teacher education was turned once again on its head and the Colleges of Advanced Education, all seventy-eight of them, and teacher education were fully integrated within universities.

Senator Carrick in his Ministerial response to the recommendations of the Williams report had this to say about priorities.

> It has been the government's policy to give priority to the development of the TAFE sector, and it readily endorses the recommendation that this should continue. The government accepts the view of the committee that the number of students in universities be stabilised and that this should be associated with a greater concentration on post–graduate work and research. In the case of advanced education, the Tertiary Education Commission will advise the Government on the particular fields where future growth, if any, might occur (Carrick, 1979, p. 5)

In effect, this kind of response seems to indicate that the Government, in holding the purse strings, also makes the key decisions about future directions in tertiary education and in particular teacher education.

I believe that this type of thinking or stance is still so much in evidence to this very day and in-spite of all the reports and recommendations the distribution of resources lies only with those who govern. It also makes me consider once again that economics and financial resourcing are the largest boulders of all blocking progress at all levels.

The National Inquiry into Teacher Education (NITE)) the Auchmuty report

The Auchmuty (1980) report, which according to Carrick (1979), was intended to significantly influence the quality of education for the next twenty five years failed to have a significant impact on government. The report, according to Knight et al, attempted to shift teacher education "from a narrow trade-based vocational approach to a broader more professional approach and from certificates and diplomas to degrees in education" (Knight et al., 1994, p. 460). This move in particular, along with the push for a change to three years as a minimum for pre-service teacher education, would seem to have been yet another attempt to raise the status of the teaching. It is also of significance, as Eltis (1987) notes in his introductory chapter of the 'Australian Teacher Education in Review', that throughout the 1970's and into

the 1980's much had been done in teacher education to change the scope and nature of teacher education. Eltis (1987) documents a substantial list of innovations that had been successfully implemented and researched especially at Sydney University. He notes that, "Significant developments have been; the use of microteaching; simulation techniques; improved programs of school experience; the development and use of training programs for practicum supervisors; and school-based teacher education programs" (Eltis, 1987, p. xi). However, in spite of all these innovations, and indeed in spite of the development of the South Pacific Association of Teacher Education, itself a conduit to convey good practice and research, teacher education in all States and Nationally came under further review. What was now in question was not the quantity of tertiary education but the quality.

Queensland led the way in this period of inquiry into teacher education with the Bassett report (1978) and in doing so assisted in the formation of the terms of reference for the National Inquiry. Although this report, the NITE, followed close on the heels of the Williams report (1979), which was an 'Inquiry into Education and Training', the brief of the NITE was not just a reaction to an oversupply of teachers. Carrick, in commissioning this report, [NITE] set out terms of reference based on the following:

- reporting on the present methods and procedures in teacher education
- making recommendations to improved teaching and learning
- consider other reports, such as the Williams report
- note differences between states and territories
- clarify objectives of education in Australia for the next 25 years;
- Give special regard to the following areas:
    - Selection
    - Pre-service programs
    - In-service Education and development
    - Teacher Education and Institutions
    - Educational communities (Auchmuty, 1980, p. 1).

Although the brief as described above was extensive, the final report and its recommendations was also extensive and although it addressed all of the above issues, the overall impact of the report can be summarised in the few words that precede the recommendations and positions of the report. "Teacher education is a continuous process of personal and professional development" (1980).

To me these eleven simple words unify and emphasise the vital significance and importance of the entire continuum of teacher education. This statement reinforces for me the position that Teacher Education is much more than the time of initial preparation in an institution of higher learning - it involves personal and professional development throughout the career of teachers.

The thirty-eight recommendations and sixty positions presented by the committee are far too extensive to be listed or even summarised in this document. In essence, the response made to the report by the Federal Government through the Commonwealth Tertiary Education Commission (CTEC), although positive with respect to the overall notion that the quality of education is dependent on the quality of teachers, rejected all recommendations that involved resource or expansionary implications. As pointed out by Coulter and Ingvarson (1984), in their report to the Schools Commission, the CTEC considered the implementation of most of the committee's recommendations to be the responsibility of the State employing authorities and tertiary institutions. Although willing to contribute to the professional development of teachers and Education Centres nationally it declared that the State employing authorities should be paying for the in-service needs of its teachers. Coulter and Ingvarson suggested that the Commonwealth's reluctance to directly intervene could be attributed to the following factors:

- induction and professional development were the responsibility of the employing authority
- the cost implications
- the belief that sufficient resources had already been allocated
- the failure of the report to address the concerns of Williams report

- CTEC policies directed to a reduction in enrolments in PSTE to allow for expansion in other areas of higher education especially technology, science and business (F. Coulter & Ingvarson, 1984, p. 48).

The overall response to the report by the CTEC must have been a body blow to the authors of the NITE report. They were asked to set goals for the future twenty-five years of teacher education yet the majority of their recommendations never got off the ground. The CTEC, the holders of the purse strings in tertiary education, had in effect declared that teacher education was not going to be funded to the level recommended because of other priorities emerging in a rapidly changing world. The result of this lack of federal support as elucidated by Coulter and Ingvarson (1984) forced the states into the position of taking on board the recommendations of the NITE themselves, or to implement the similar recommendations of their own reports.

This approach of moving the responsibility for the implementation, of what were National recommendations, to the States seems to be an endemic and recurring pattern in teacher education. In shifting this responsibility to the States the responsibility as Coulter and Ingvarson have shown "resided with the individual tertiary institutions, State coordinating authorities, employers and with the profession itself" (F. Coulter & Ingvarson, 1984, p. 49).

The problem that this presents to me highlights again the recurring pattern, still existing to this day in Australia, of no coordinating professional State or National organization designed specifically to represent all the interests of what is so loosely call the 'profession of teaching'. By this I mean that there is no organization that represents the teachers in schools, the teacher educators and the employing authorities. In my opinion these three major groups should constitute the teaching profession but in reality they do not. In 1981 when the CTEC was not prepared to back or support the recommendations of the Auchmuty report, because of the associated resource costs, it moved the responsibility to the States which in turn had no overall coordinating organization representing all of the 'Profession', at a State level, to assist and guide the implementation of the recommendations i.e. no unifying professional organization at the helm or holding the paddle. The implementations

were therefore left in the hands of the various interest groups involved in teacher education such as the employing authorities, and the individual tertiary institutions. What I believe was needed in 1980 was a 'professional' organization maintained and managed by the profession itself that could and would take control of the 'profession'.

The impact of the reports

It is of interest to note that Evans (1987) makes the following points in his summary of the reports into teacher education in the 70's and 80's. First, all the reports, including the National report (1980), referred to the need to extend the professional development of teachers beyond the initial pre-service i.e. teacher education was to be viewed as a continuum; second, all saw the increase in initial training as desirable; third, all saw the close nexus between study and practice; and fourth, two reports, the National report (1980) and the Correy report (1980) from NSW, specified what could be considered as the skills and knowledge required of teachers. The defining of the skills and knowledge of teachers, and the acknowledgement of various stages in the development of teachers, are recognised as the early statements attempting to quantify the competencies of teachers. Because these can be associated with teacher preparation Evans refers to this model as "the growth model of teacher education" (G. Evans, 1987, p. 9). However, in-spite of the extensive work conducted by a wide range of experienced educators and experts from all levels of the community, many of the recommendations of the NITE report, as indicated by (F. Coulter & Ingvarson, 1984, G. Evans, 1987, Knight et al., 1994) remained unfulfilled. Evans summarised this claim as follows:

> They [the reports] represent forward thinking in teacher education, which was not before its time, but was overtaken by financial crises which saw funds removed, in a relative sense, from both pre-service and in-service teacher education at a time when the need for progress was greatest (G. Evans, 1987, p. 12).

The view also expressed by Knight et al (1994) declared that these reports were a high water mark of national policy advocacy for professional teacher education and

for continuing professional development. However, although there is evidence to suggest that a shift away from the narrow vocational perspectives to the more professional approach to teacher education was advocated in the early eighties the reality didn't start to take hold until the late eighties when the binary system was removed, and four year university-based degree programs became the norm. Although Evans (1987) noted that little occurred through the eighties in terms of teacher education Knight et al (1994) declare that this was the period when stress was placed on the need for quality teachers and on the educational needs of a teacher as a professional person, which in turn influenced the curriculum development in teacher education courses.

It is quite remarkable to me that Evans when writing his review of teacher education in 1987, now some fifteen years ago, notes that there are at least five sets of mounting pressures in teacher education. These he stated as "public attitudes to schooling and to the teaching profession; changing imperatives in our society; changing goals for education; the educational needs of particular groups; and changes, or proposed changes, to the structure of schooling" (G. Evans, 1987, p. 13). So what has changed? It would seem that none of the above have changed very much at all over these intervening years and that perhaps all of the above have increased in intensity. I could add my own list of perceived pressures to those stated above. Social, political and economic change is now more intense and more 'in our face' because of the impact and speed of the media, delivered through powerful and pervasive technologies. The theory-practice debate of teacher education is still as apparent as ever. There is still no balance between the supply and demand for teachers. The place, role and impact of information and communication technologies in educational institutions is still in its infancy. No 'Profession' as such exists within the educational community because the educators of the nation, the various interest groups in the states and associated organizations are still motivated and sustained by self-interest and no self-regulation exists within the nominal 'profession'. Teacher education is going through the rapids, down the mountain stream and some skilled navigation is vital to prevent it being overwhelmed by the waves of change. Good thinking and good judgements are now required.

The gradual movement to a Unified System of Tertiary Education

As Knight et al (1994) points out the Australian federal system of government, coupled with the constitutional powers of the state governments, has not made the task of reform or the re-structuring of teacher education an easy one at any level over the last twenty years. There seems to be a pattern, especially in the federal governments, that they regularly change their minds and implement what they declare they oppose. An example of this, and similar to the Menzies statement of 1964, is the statement following the Williams report of 1979 which categorically stated that the structure of tertiary education would not be altered. Within three years, and following the NITE report, the Commonwealth Governments Review of Commonwealth functions in 1981, as cited in Evans (1987), decided to amalgamate a number of the Colleges of Advanced Education (CAE). "The number of CAEs was reduced from sixty-eight to forty- five and three CAEs become integrated within universities" (G. Evans, 1987, p. 13). Yet more was to come. These final major changes to tertiary education are the changes brought about by the Dawkins era of 1987. Under Dawkins, the Federal Minister for education, the binary system of tertiary education, which had been in place since 1978, was replaced by the unified national system of tertiary education that still exists today. As Dwyer (1990) indicates, the recent round of higher education amalgamations and the elimination of the binary system gives rise to "a concern about the status of teacher education within universities"(Dwyer, 1990, p. 115). This concern of Dwyer (1990) was focused on practical issues such as the place and the mode of practice teaching within a university setting and the apparent shift in emphasis from a vocationally based course, grounded in theory to an emphasis on research. Perhaps he was also concerned about the practical implementation of the Dawkins rhetoric stated as follows, "The quality of teaching is central to the quality of our schools... We must examine means of improving the initial and on-going training of teachers to meet the demands of a changing educational, economic, and social world" Dawkins, 1988 cited in (Dwyer, 1990, p. 103).

On a positive note I consider the move from the binary system to the unified national system as a positive step taken to raise the status of teaching as a profession and as suggested by Evans (1987) the vision of a completely graduate profession

edged closer to reality. However, the cynic within me would agree with Knight et al., (1994) that the amalgamations and reconstitution of the CAEs into universities was for greater efficiency and for economic reasons and had little to do with improving the quality of teacher education or the raising of the status of teaching to that of a profession.

A further wave of reports

Knight et al (1994) explain that economic and instrumental concerns in reality provided the *raison d'etre* for improvements in teacher education which were directed towards a shift in emphasis from theory to practice and from foundation studies to content grounding in subject disciplines. Along with these was an emphasis on teaching competencies and the skills of teaching which in effect re-emphasised the 'training' dimension highlighted by Dawkins. These appear to be inherent contradictions and out of sync with the notion of a quality teacher. It is also in this timeframe of the early nineties that a host of changes in education were taking place. First, the CTEC was replaced by the Australian Education Council (AEC); second, a new representative body referred to as the Conference of Ministers of Employers of Teachers was established and subsequently, developed in Tasmania, the first statement of National Goals for Schooling, the Hobart Declaration; third, the National Project on the Quality of Teaching and Learning (NPQTL) was formed as a representative organization of employers, the employees and the government; fourth, representative groups of parents, as part of the devolution of authority in schools formed School Councils, in some States, to assist in the operational procedures of schools. These were times of consultation and representation as indicated by both Dawkins and Connors in their presentations to the National Workshop on the Quality of Teaching, May 1991. As indicated by both Knight et al (1994) and Howe (1991) there was a plethora of reports being released in the late 80's and early 90's by Dawkins and by all the newly formed associations such as the Schools Council and the AEC. The common theme of all these reports was the "pursuit of quality" which Howe (1991) stated as "will be the hallmark of education policy in the 1990's" (Howe, 1991, p. 57). She further relates in her paper to the National Workshop the three key elements necessary for the improvement in the quality of teaching: "teacher education, career and salary issues and classroom and school level practices" (Howe,

1991, p. 59) She also states that Australia is following, or is part of, a similar reform agenda that is also occurring in other countries around the western world. The essence of reform is focused on the following:

> there must be greater effort to attract people into the teaching profession who are able and suited to teaching; teacher education must be improved in both quality and outcomes and must pay greater attention to pedagogy and practical experience...These reforms are only achievable through the cooperative efforts of employers, higher education institutions, schools, teachers and governments and through the development of a unified teaching profession (Howe, 1991, p. 59).

Perhaps herein lies one of the most fundamental problems that has beset teacher education and teaching throughout the last 150 years of formalized education in Australia. As Howe suggests there is the need for the recognition and the implementation of a 'Profession' at all levels of teaching. The major stakeholders as mentioned above, which should also include the unions, should in a unified and cooperative manner be representing the 'Profession of Teaching' as a collective self regulating organization, rather than a multitude of self-interest groups looking out for their own needs.

The Ebbeck Report

Certainly in the early 90's as noted by Knight et al.,(1994) there were increasing pressures for a rationalisation and/or a standardisation in the content and the structures of pre-service teacher education. According to Knight, certain directions taken by the Commonwealth such as the Ebbeck (1990) report were concerted efforts "to extend the unified National system of higher education to a unified system of teacher education" (1994, p. 459). However, the other view held by the Australian Education Council (AEC), which initiated the Ebbeck inquiry, presents the case that there were serious contemporary concerns affecting teacher education in the early 1990's and the inquiry was an attempt to address them. The listing of these concerns, detailed in the Ebbeck report, show once again the re-occurring themes impacting on teacher education and very evident in 1990:

- the quality and quantity of teacher supply;

- the structure of the teaching career;
- the apparent inadequacy of the practical preparation;
- the restructuring of higher education;
- the increasing need for a nationally recognised teaching profession;
- the widespread changes in the structure, curriculum and governance of schools in Australia (Ebbeck, 1990, p. 1).

Many of these points that the AEC raise as concerns in 1990 can also be recognised as the concerns of the educational leaders as we look back over the period of time since WWII and the involvement of the Commonwealth in funded tertiary education: Auchmuty, and State Inquiries, 1980; Williams, late 1970's; Swanson, early 1970's; Martin, mid 1960's; Murray, late 1950's. Throughout these years and in fact right back to when formal teacher education was first mooted in the 1850s the major concern of a thinking educational community has always centred on the quality of teacher education because without quality teachers, quality learning cannot occur in the Nations' schools.

The Ebbeck report (1990) clearly stated that it recognised many dilemmas facing teaching education and suggested that it was important to recognise that pre-service teacher education could not be expected to do everything that schools might expect of a fully qualified professional teacher. It also suggested that it was appropriate to have modified approaches to the design of pre-service teacher courses with the aim of achieving a sounder academic education and longer and more realistic practical teaching experience. The report also noted that the end-on Graduate Diploma in Education, already referred to in this document as having existed for over one hundred years in Australian education, was seen as of limited value, as inadequate preparation for teachers and requiring re-designing and linking to an associateship. Along with the above mentioned suggestions and recommendations the Ebbeck report placed a special emphasis on the following recommendation, "that the AEC adopt the policy that all initial teacher education programs be conducted as a cooperative tripartite activity involving higher education institutions, school employers and teachers" (Ebbeck, 1990, p. v)

Further to this it was recommended that a three-year university-based program of preparation followed by a two-year part time internship/ associateship, be developed as the recognised model for initial teacher education with links into in-service professional development. The majority of the stakeholders rejected this recommendation almost out of hand. This model of teacher education was not unlike the model suggested by the Queensland Bassett report of 1979 that was also strongly opposed at the time. What both models were suggesting was a combination, or a synergy of theory and practice, after an initial university - based course, which also contained components of practical experience. Howe (1991, p. 63) in her report explained that whereas the concept of an internship was acceptable, an associateship was not. According to Knight et al.,(1994) the unions in particular strongly opposed the Ebbeck report on the grounds that it undermined industrial agreements such as the payments to supervising teachers. A number of Institutions of Higher Education rejected it on the grounds that it constituted federal interference in their courses. The State Ministers for Education opposed it on the grounds that their interests were not being taken into consideration by the federal government. It would therefore appear that once again the unifying attempts by the Commonwealth were thwarted by the inability of the stakeholders to move beyond their own self-interests.

The Commonwealth made a second attempt at reform with the Ramsey (1990) report titled 'The Shape of Teacher Education'. This report according to Knight et al., (1994)

> ...sought to shift the balance of power in initial teacher education from the faculties of education to the employing authorities, both with respect to curriculum content and the practicum. It called for national teacher registration and a national professional body of teachers. Finally it recommended cooperative arrangements between higher education institutions, employing authorities, and teachers at local, state and national levels (Knight et al., 1994, p. 460).

Whereas some of the above, especially in terms of cooperative arrangements between the stakeholders, the national registration of teachers and a national professional body could be seen as desirable, the shift in the power base, back to the

employing authorities, appeared to be a retrograde step and similar to the employing authority influence in the teacher colleges which had existed up to the late 70's.

Reform in the UK leading to school - based teacher education

In a similar vein to this and within the same timeframe, as noted by Hoyle & John, (1998) the British Secretary of State for Education in 1992 was announcing that 80% of initial teacher education in the UK should be taking place in schools and that the resources (Howe, 1991) for the school-based work should be relocated from higher education institutions to the partnership schools. Hoyle & John, further state the following

> To the traditional course-based entry to teaching was added, in 1988, the Licensed Teacher Scheme (LTS) whereby entrants with appropriate qualifications and experience were appointed to schools and undertook a two year period of training arranged by the Local Educational Authority (LEA) or governors entailing release from teaching for one day each week. In1989 an experimental Articled Teacher Scheme (ATS) was introduced whereby students were recruited by a college or university but undertook most of their training in school (Hoyle & John, 1998, p. 78).

However, even with all the rhetoric about how valuable site-based/ school-based / practice - based teacher education was claimed to be the evidence from schools according to Hoyle & John conveyed a different message. "There is little evidence of a great enthusiasm amongst governors, heads and teachers for a course which is substantially school based. This appears to be based on the increased workload which this imposes on the school" (Hoyle & John, 1998, p. 79)

It would therefore appear that the movement to school-based teacher education in the UK was not as successful as some would like us to believe. However, as indicated by Hoyle & John (1998), there were certainly many positives to school based programs. One of the most positive by-products of school-based teacher education was seen to be the partnerships developed among the stakeholders. "Although there is more rhetoric than reality in many partnership schemes, this has been perhaps the main positive outcome of the reform process. (Hoyle & John, 1998, p. 79)

It is interesting to note that although the reform agenda for the improvement in the quality of teacher education in the UK, in the early to mid 90's, was a similar agenda to that of Australia; they headed in substantially different directions. Whereas the UK headed towards partnerships and substantially school - based teacher education Australia maintained teacher education, with an ever-increasing reduction in resources, within universities with less room for major innovation or reform.

This difference in direction between the two countries, with similar educational foundations, is very significant and appears to be still exerting a considerable influence on the quality of teaching and learning in schools. The UK model in effect was a return to a competency - based, or skill - based apprenticeship type model declaring that teachers could be trained best on the job by doing the practical work of a teacher with a minimum of theory. The Australian model essentially had student teachers based in universities, and or in institutions of higher education, involved in content knowledge and theory courses about teaching and learning, with an ever - decreasing number of school-based days because of disruptions to content knowledge classes and the high cost of providing the practical field placements. Achieving the balance is the ideal and perhaps this is akin to getting the rhythm right as one paddles down the stream.

The teacher education reform agenda in Australia

The Dawkins solution of reform as related by Knight et al (1994) was to support the establishment of the semi-representative National Project on the Quality of Teaching and Learning (NPQTL); representatives from the AEC, the Department of Education, Employment and Training (DEET), State education and authorities and national teacher unions. According to Knight et al (1994, p. 461) this instrument for reform, established to resolve industrial and professional issues, initially lacked representation from the key players in teacher education i.e. the institutions of higher learning and the teacher educators. The establishment of such an instrument, without such representation from major stakeholders, once again emphasises that the reform agenda in teacher education was a centralised affair with high-level bureaucrats, removed from the day-day demands of teaching and learning, making decisions and dictating which interest groups would be supported.

The Australian National direction of reform also differed from the UK who had established in 1994 a very different kind organization, the Teacher Training Agency (TTA), to monitor the reform agenda. This organization according to Evans et al (1996) was introduced with the brief to monitor and administer teacher training, control student entry and administer the transfer of central funding to training institutions. As explained by Hoyle et al (1998) the main purpose of the TTA was to improve the quality of teaching, to raise the standards of teacher education, and to promote teaching as a profession. This agency, as distinct from the Australian NPQTL, had the potential to bring about the changes that it perceived were necessary to improve the quality of teacher education because it had the ability to control the funding for all initial teacher - training courses. It would appear that in Australia the purse was still firmly in the hands of the Commonwealth, and as shown in Department of Employment, Education and Training (DEET) papers such as Teacher Education: a discussion paper, (1992) the position of the Commonwealth was clearly stated as Knight et al explain:

> Because the Commonwealth provided the funds, it was acting in the public interest in demanding changes for the 'renewal' of teacher education to produce teachers who would help develop a multi - skilled and competent workforce in industry and commerce, who were more efficient in their form of teaching and school organization, and who can teach the intended national curriculum (Knight et al., 1994, p. 462).

The agenda and the pathway to renewal had been made clear and further clarification and funding came with the Beazley policy statement of 1993, 'Teaching Counts' (1993). This policy statement eventually lead to the funding of substantial professional development programs for the nations teachers through the National Professional Development Program NPDP; the establishment of the Australian Teaching Council (ATC); the National Schools Network (NSN) and such renewal forums as the Innovative Links project. According to the Beazley policy document, Teaching Counts, some 60 million dollars was committed to the NPDP program, with a further 20 million for the Key Competencies initiative and 45 million for the Teacher Professional Development fund (1993-1996) (Beazley, 1993).

Indeed the money that had been committed by the Commonwealth was spent over the allocated three years of the program but we are left to ponder about the long-term effects on teachers throughout the country. How can one quantify the discussions and conversations throughout and among all levels of the educational community initiated and followed through in the NSN /ATC winter and summer schools? This National contact impacted on the lives of so many teachers across the country and their lives and their teaching could never return to what it was before the experience. Even on a local level the funding provided through NPDP forged alliances and allowed for inter-systemic and inter-institutional educational alliances. In standing back a little and watching the flow of the stream one could say that something significant happened in education during these years of funding.

Gore, in 1995 in her Innovative Links Project report, 'Emerging Issues in Teacher Education', which was focused on site-based teacher education, stated the following:

> Despite substantial differences in the specific reforms developed in particular countries, major issues in teacher education are remarkably similar, and include recruitment, content of pre-service teacher education, governance and quality control, research, professionalism, teacher educators, in-service education and the development of indigenous teacher education (Gore, 1995, p. 7)

These issues formed a major part of the reform and renewal agenda supported between 1993 and 1996 by the NPDP program. The program, implemented through consortiums consisting of teachers, unions, universities and employing authorities, perhaps can be considered to have brought into reality the rhetoric expressed in the Beazley report and summarised by Knight et al (1994) as follows:

> ...it supported: diversity and quality in teacher education programs; partnerships between schools and universities; linking theory to practice; a strong knowledge base; flexibility of programs to change the 'mix' of theoretical and practical education as needed; close links between universities, teachers and 'trainers' resulting in courses which are more 'relevant' and 'responsive' to teachers professional and developmental needs;

and university 'recognition' of and adequate responses to the needs of employing bodies (Knight et al., 1994, p. 463)

What was suggested in the Beazley policy speaks loudly of balance and commonsense. Again it is interesting to note that the themes of a balance in theory and practice, a strong knowledge base, professionalism, partnerships and flexibility within teacher education programs are all recognised as the essential components contributing to the renewal of teacher education.

Sadly, and yet again as the funding ran out, with the change at a National level from a Labour to a Liberal government, the momentum for the reform, suggested by the Beazley policy, was lost. Again I make the observation that the holder of the purse is the holder of change in education. We have seen this pattern so many times in the history of teacher education and perhaps it is one of the handicaps of a federal system of control that as the government changes so too does the agenda.

Some, like Knight et al (1994) would say that in Australia we have been saved from massive restructuring of teacher education because of the "residual effects of equity and social justice principles and the vigorous protests of special interest groups" (1994, p. 463). The UK was not so lucky and as Gore reports "successive government interventions during the last decade...have transformed teacher education in the UK into a competency-led school-based system" (Gore, 1995, p. 8). Perhaps it was the scale and size of teacher education in the UK that prevented greater input from teachers "while teachers who are at the centre of this struggle, have had little opportunity to participate in the national debate on teacher education policy" (Furlong & Maynard, 1995) cited in (Gore, 1995, p. 8). Certainly in Australia during this period of funding of the NPDP program, teachers were given a voice with the majority of the members of the ATC being teachers and the supporting mechanism of the 'reform focused' NSN, being focused on the perceived professional development needs of teachers. Partnerships of a different nature, to that in the UK, flourished in Australia. Also during these years the push towards competency - based teacher education programs and site-based teacher programs in Australia did not emerge to the same extent as in the UK.

The Development of National Competency Standards for Teachers

An NPQTL project, focused on the 'Development of National Competency Standards for Teaching' (1992), moved through three phases of development between 1991 and 1994. The governing board of NPQTL in 1991 commissioned a representative working party known as 'The National Working Party on Professional Preparation and Career Development' to examine and offer advice on three fundamental questions.

"a) Can the work of teaching be captured in a framework of national competency standards?

b) If so, what should competencies look like?

c) What are their purposes and benefits?" (NPQTL, 1992, p. 1)

In an attempt to answer these questions the working party developed a three-phase methodology. In phase one, as reported by the ATC, NPQTL "commissioned three consultancies using different methodologies, to carry out research into the nature of teaching, and preliminary work on developing sets of competencies" (ATC, 1996b, p. 8). The result of this work, which included the development of case studies,

> ...showed the feasibility of developing competencies for teaching. They also showed the appropriateness of presenting competencies at a high level of generality so that they could:
>
> - be applicable to a wide range of purposes and contexts;
> - represent the work of a diverse profession;
> - present a holistic or integrated view of teachers' work; and
> - be easily communicated and understood"(ATC, 1996a, p. 9)

The Working Party in moving to the second phase of development, after due consultation with the Governing board of NPQTL, did so with the following brief in mind; firstly, to further develop a competency framework; secondly, to validate the framework developing appropriate standards; and, thirdly, to field test, trial and pilot projects (NPQTL, 1992, p. 1).

It is interesting to note that it is at this phase of the methodology in 1993 that the direction and indeed even the terminology of the working party seemed to have

altered considerably and the brief, as outlined by Diane Peacock, Director of the NPQTL Secretariat, was never actually implemented. Peacock stated in the June 1992 operational brief that the impetus for the National Competency Standards (NCS) arose from award restructuring and the initiatives of the Special Premiers Conferences.

> In the teaching profession these initiatives are directed at removing barriers and impediments to improving the quality of teaching and learning, and hence, the quality of learning outcomes for Australia's students...the general purpose of the National Competency Standards is to enhance practice by explaining what counts as competence and informing:
>
> - training and initial teacher education, continuing professional development, career planning;
> - regulation of standards for entry to the profession;
> - uniform recognition of qualifications and competency standards nationwide; and
> - improvements in student learning outcomes.(NPQTL, 1992, p. 1)

The Final Result: National Competency Framework for Beginning Teaching

Whereas one could say that the brief was noble, realistic, good commonsense and even achievable, the final product, although extremely useful for a particular group, was limited when one considers the amount of time, resources and effort that was absorbed in this extremely collaborative and highly consultative effort. As stated in the final publication of the ATC "...the development of explicit standards for such a highly contextualised profession as teaching would be very difficult, and the working party agreed to proceed with a 'competency framework', not a set of competency standards" (ATC, 1996b, p. 10). The eventual framework, instead of focusing on the holistic picture of professional development i.e. beyond just initial preparation, became a competency framework for beginning teachers. This framework consisting of five key areas, as stated in the working party brief, had the potential to provide a

coherent and explicit framework for teacher education programs across the nation and foster common minimum standards for initial teacher education.

The competency framework did not become integrated into teacher education courses across the nation and in fact many teacher educators never became aware of the framework at all. Perhaps this was because Teacher Education had already been down this path in the 1970s of task, or skill-based Teacher Education, with models such as Competency-Based Teacher Education (CBTE) and a return to this model was not seen as desirable. Once again the change of government about the time of the publication of the framework by the ATC, and the ATC's own demise, with a new government, placed yet another agenda for reform on the backburner. In many ways one could compare this unsatisfactory end - product with the governments limited response to the Auchmuty report of 1980. If we were to look at the resource costs associated with producing the 'National Competency Framework for Beginning Teaching' we might be amazed that the 64 page A5 document, and its accompanying case study booklet, in effect took three years to produce and as documented in the Beazley document, Teaching Counts, cost 20 million dollars (Beazley, 1993, p. 11).

The Movement to Site based Teacher Education in Australia, the UK and the USA

Whereas competency standards received a major hearing in Australia, site - based teacher education never received the same hearing. Some reports commissioned by the Commonwealth about site-based teacher education in Australia, namely the Tony Krugar report, have never been publicly released. Other reports, such as the Gore 1995 Innovative Links Project (ILP) report, funded by the National Professional Development Program (NPDP) has already been referred to. This report contained a literature review focused on site-based teacher education in the UK and the USA and was made freely available. According to Gore in her ILP report, teacher education in the UK was seen to be focused on:

> ...increased emphasis on time spent in school; training regarded as the attainment of government – defined competencies which form the basic curriculum of all teacher education programs; and, these changes consider

> schools, rather than HEIs, as the central figures in the training and assessing of student teachers. (Gore, 1995, p. 9).

In the USA according to Liston & Zeichner (1991), cited in Gore (1995), a variety of reforms were suggested in the late 80's and early 90's in a series of reports such as 'The Nation at Risk' report, the Holmes Group reports and the Carnegie reports. The reforms proposed vary greatly and:

> Include changes in the ways in which teachers are recruited and selected, in the content, organization, structure, and control of pre-service and in-service education programs, in the institutional conditions of schooling that facilitate and/or inhibit the work of teachers and other staff, and in the structure and organization of the occupation of teaching (Gore, 1995, p. 9).

This listing is not unlike that proposed within a similar timeframe by Peacock (1992) when presenting the brief to the Working Party on Professional Preparation and Career Development or the successive agendas in teacher education for the last 50 years. Perhaps the one area of commonality between the USA and the UK, and unlike Australia, is the direction taken in partnerships between Institutions of Higher Learning and schools. In the USA, according to Gore, (1995) the reforms were based on simultaneous renewal in schools, teacher education and in universities. Collaboration, and working together as equals within a symbiotic relationship, promoting what Darling Hammond (1994) refers to as the Professional Development School (PDS).

Although it is of interest to briefly note and observe the difference between these three countries no attempt is made within this document to go beyond this brief observation. What I do intend to do, as this discussion is continued, is to recognise and discuss the plethora of reports, reviews, inquiries and responses continuing to emerge about teacher education with and without observable outcomes. As I look to my metaphor I make the observation that the substantial documentation of every kind and the over-review of teacher education, can be considered as the towering cliffs retaining the stream of pre-service teacher education. It is as if the cliffs bordering and retaining the stream are now too massive and prevent escape. Perhaps we are now left with no alternative but to continue the journey until we move beyond the towering cliffs.

The reform agenda continues

Gore (1995) in her ILP report, developed, as a product of extensive research and representative discussion forums, a number of recommendations mostly focused for teacher educators. The most significant recommendations made by Gore (1995), with respect to this current discussion, focused on the following: the need to clarify who we are as a profession; the need for schools and universities to collectively, collaboratively and inclusively establish through partnerships the reform agenda; the need for the reform agenda to address the contemporary context with respect to economic, political cultural and technological change; and finally the need to establish a national system of accreditation of courses and registration of teachers (Gore, 1995, p. 33).

These recommendations, on the table since 1995, are still recurring as part of the cycle of unattended issues in teacher education. When the federal government changed in 1996 the existing NPDP program disappeared and new projects began under a new government. As part of the funding for 'Projects of National Significance Program' there emerged a new project named the 'National Standards and Guidelines for Initial Teacher Education'. This project, managed by the Australian Council of Deans of Education (ACDE), and chaired by Professor Adey, was commissioned to, "develop standards and guidelines for initial teacher education; consider the roles of such guidelines in underpinning high standards of teacher education and entry into teaching across Australia; and identify appropriate means of fostering partnerships to enhance initial teacher education" (Adey, 1998, p. iii).

According to Adey, who chaired the representative advisory committee, the draft guidelines released in October of 1997 received substantial levels of endorsement from the major stakeholders. Adey also stated that he was convinced that if the universities were properly resourced then they were very able, within the framework of the report, to provide initial teacher education of the highest quality. It is of significance that these standards were built upon the foundations laid by the NPQTL project - the National Competency Framework for Beginning Teachers. They were an attempt to establish unified National Standards and guidelines for teaching and as such were an attempt to express what was recognised, as the

fundamental qualities required of beginning teachers throughout the entire country. In establishing a *raison d'etre* for the standards and guidelines the report placed an emphasis on the need for ongoing review and evaluation of teacher education courses to ensure their relevance and effectiveness in doing, what they claim to do. At the time of preparation of the standards there existed no mechanism to enable this evaluation to occur. The report makes it clear that, "If there is to be a serious commitment to the quality of Australia's teaching force, more attention must be given to the development and maintenance of a strong, professionally-based planning framework and structure" (Adey, 1998, p. 4). This report also recognised that its work had the potential to raise the status of teachers and was in fact an important step in the on - going development of the teaching profession in it own right.

However, in the hindsight of but a few years it would now seem that the expressed concerns of some of the Advisory committee came to pass in reality. The complexities, and might I add the self-interest of both State and Commonwealth governments appears to have prevented the adoption of the Standards and Guidelines as a National framework to prepare the nation's teachers. The State of NSW, as indicated by the Ramsey (2000) report, recommended the establishment of their own standards through the development of a NSW Institute of Teachers. The State of Victoria, from late December 1998, and with the authority of the Standards Council of the Teaching Profession Act of 1997, (1999) evaluated its own pre-service teacher education courses and developed its own standards and expectations of graduates. This has since been superseded by the Victorian Institute of Teaching, 2002, (VIT) which incidentally currently use the 1998 Standards Council guidelines to review pre-service courses, even though the structure and length of pre-service courses in Victoria have changed. Indeed the towering cliffs, although not preventing passage down the stream, make it very difficult to visualize the 'big picture' of pre-service teacher education and seem to retain the interest groups within the narrow gorges. It seems to me that there is a constant see-sawing between Commonwealth and State initiatives which only a powerful national teaching profession could ameliorate.

A Class Act – or was it?

In 1998 the Federal government commissioned a the Senate Inquiry, titled 'A Class Act' (1998). This, now almost forgotten Senate Inquiry, was perhaps the only inquiry that was specifically commissioned to examine the 'Profession of Teaching'. This inquiry into the status of teachers was claimed by the chair, Senator Crowley, to be timely because of the significant changes occurring within Australian education at a Commonwealth level. These changes, including policy changes and continual education cuts in federal funding to schools and to universities, was mooted as having an impact on the quality of education being received by students at all levels of education. The inquiry gathered evidence suggesting that the morale of teachers was low and that there was a widespread crisis amongst teachers that contributed to a lack of status in the teaching profession. The argument continued that since the heart of a quality education system is in the quality of teachers the lack of morale was contributing to low quality teaching. To change this the committee recommended "that teaching needs to be accepted as a profession" (Crowley, 1998, p. 1). A battery of nineteen recommendations were made including "the development of a national professional teaching standards and registration body to have responsibility, authority and resources to develop and maintain standards of professional practice (Crowley, 1998, p. 1). This was yet another attempt to nationalise the 'profession of teaching' in a time of low morale and teacher supply shortage. A clear understanding was revealed in this report that quality new recruits to education would not be found to replace the aging teaching force if the status of teaching was not increased. However, just the stating of this ideal, or making teaching more attractive was not enough and as others have pointed out the real issue has always been the resourcing of this essential human endeavour. (Eltis, 1998, Ramsey, 2000)

The continual reviews, inquiries, reports and position papers throughout the 1990s appear to focus on the same old issues of supply and demand/ attracting quality recruits, and providing quality outcomes for the nations' students. They also focus continually on the quality of teachers, developed through quality teacher education programs, which unfortunately have been plagued by a continual lack of consensus between the States and the Commonwealth, a lack of resources to implement a realistic balance between theory and practice and inadequate forward

planning with respect to supply and demand. We therefore could be forgiven for viewing the reviews and inquiries into teacher education as useless and achieving little except for meeting the needs of select interest groups and individuals. The many different interest groups have entered the debate and the unfortunate result has been plenty of 'noise on the network', a lack of clarity and a lack of consensus, purpose and direction. However, I agree with Crowley (1999) in her address to the Senate on the 30th November 1999 when raising this very issue. "... but one should know that a Senate report actually belongs to the people. Get copies of it, take the information, take the data and use it to go on campaigning for the cause that led to the inquiry in the first place" (Crowley, 1999, p. 1).

Perhaps also in the past the information generated by the reviews has not been made readily available to those involved at all levels of teaching. However, there is now no excuse for this happening in this digital age because so much information, including Senate inquiries, is readily available, via the web. If teaching continues to struggle to be seen as a 'Profession' it is not necessarily because of the size of the endeavour of education but because the educators of the nation, the various interest groups in the States and the associated organizations are motivated and sustained by self-interest and no genuine self-regulation exists within the nominal 'profession'. According to Coulter (2002)

> The public world is the arena required for action, where plurality and natality are possible. Equal, but distinct individuals meet in the public to determine who they are and who they want to be individually and collectively. ... Respecting diverse standpoints requires dialogue with other people, listening to their stories, and relating to their uniqueness without collapsing these divergent views into a generalised amalgam" (D. Coulter & Wiens, 2002, p. 18)

Crowley summed up the importance of the inquiry and the need for a healthy profession within the education system in her introduction to the Senate inquiry. "What remains to be seen is whether governments in Australia will acknowledge the central importance of teachers to ensuring a successful education system, and whether they will make a practical commitment to practical measures to support teachers" (Crowley, 1998, p. 2)

It would seem to me as I consider Arendt's (1958) and Coulter's (2002)concept, of a different form of political debate, that it is time to recognise the binaries that have continued to cause division and move beyond them into a new era based on mutual collaboration, acceptance of diversity, effective dialogue and resource sharing. The binaries of theory /practice; profession/craft; skills/knowledge; training/education; school-based/university-based and State/Commonwealth all lead to division. As Knight et al were arguing for in 1994 what is required is "a new model of teacher education which goes beyond the binary of educated professional or competent practitioner to something akin to the educated, competent professional"(Knight et al., 1994, p. 464) I would further add to this the concepts of capability and self efficacy. We also need to re-consider what our history in teacher education has shown us. We know that there has never been a shortage of recommendations or good will from the dedicated teachers of the nation but that there has been a lack of resources to implement the recommendations and a lack of real support for those at the coalface of teaching at all levels.

The journey continues

The journey through the literature has thus far enabled me to develop an appreciation and understanding of narrative writing and social theories, as detailed in chapter two, and relate in this chapter an historical perspective of pre-service teacher education. The journey has provided the foundation upon which we can situate this current study and has led us to what I have earlier referred to as a point of transition. The journey has led to the point of transition identified in my research metaphor as a unique snow gum standing high above the stream at the top of a waterfall. This tree symbolises not the end of my journey of discovery and learning but a point of change, a time for further thinking, a time for further judgements and a time to recapture the plan for my continuing journey. This point of transition is an important one because it also provides the transition from a study of the literature to the study of the situation being researched in the here and now. Two of the major themes requiring special attention within this study are the concepts of 'internship' and 'computer mediated communication' (CMC).

Preparing teachers in an age of uncertainty

In education in general, and in teacher education in particular, it would seem vital in this age that systemic change be anticipated, encouraged and become implemented through the shifting of existing perspectives and a revision of existing, or thought to be held belief systems. Effective, and 'Future Age' thinking, rather than just 'Present Age' thinking can guide the holistic shaking down of all that is thought to be known by the individual preparing to be a teacher. Bauman (2001) would place emphasis on what he refers to as 'tertiary learning' – "learning how to break regularity, how to get free from habits and prevent habitualisation, how to rearrange fragmentary experiences into heretofore unfamiliar patterns while treating all patterns as acceptable solely until further notice" (Bauman, 2001, p. 125). A graduate leaving a teacher education program, rooted in tertiary learning, would, after a four year pre-service degree, be able to view their life, their chosen career, their spheres of influence and their personal contribution to planet earth, and its people, in a totally different way, to that which they perceived it, when they entered their teacher preparation course. If this were the case then the graduates from teaching degrees, or education degrees, would emerge with a keen sense of educational judgement (D. Coulter & Wiens, 2002) founded on a unity between thought and action.

With the achievement of this balance and the personal recognition of the challenge ahead of them, the ability to be discerning, would more likely be embedded in the way that they operate / act and think in the world. Perhaps then, as graduates of this age, they would not be as concerned about the future as social writers like Mackay (1999) would have us believe we are. "Most of us find it difficult to imagine what's coming next, partly because dealing with the present seems challenge enough and partly because we sense that, ... there is a new kind of change taking place in our society... a wave coming at us that might dump us if we don't catch it" (Mackay, 1999, p. xi).

SCHOOL EXPERIENCE

School Experience, as indicated by Turney et al (1995), is seen as a vital part of all pre-service teacher education courses and should be carefully bound to the theory component of teacher education programs.

> If teaching is to become based on sound educational theory, then, from the start, a close and strong inter - relationship must be forged between the ideas about teaching espoused by the teacher education programme and the experiences of student teachers in schools (Turney, Eltis, Towler, & Wright, 1995, p. 3).

In fact, many of the dilemmas centred within pre-service teacher education, as already noted in this document, have revolved around this central issue and the perceived binary between theory and practice. Students and schools as observed by Yarrow (1992) view the practicum component of teacher education courses as the most important component because, "from the practicum they gain the most useful knowledge to assist them when they begin working in the real world" (Yarrow, 1992, p. 2). A central component of school experience, also know as the practicum, teaching rounds, field experience, field placement, teaching experience, professional practice and professional experience to name just a few, is supervision. Supervision, certainly in the early 1990s according to Yarrow (1992), took on new forms and had moved away from the traditional inspectorial role to a more interactive and collegial role. Supervision "infers collegiality, coaching, professional development, critical inquiry, but most of all teaching" (Yarrow, 1992, p. 2). These characteristics of 'the practicum' are further developed by Le Clercq (1992)

> "...a successful practicum is tripod - like in nature; that is, it has three supporting legs. The legs of this tripod are commonly referred to as the teaching triad and consists of the student teacher, the co – operating teaching and the university supervisor' (Le Clercq, 1992, p. 55).

Together they share, and contribute to the shared goal of preparing an effective teacher. Whereas these three components referred to above and related to school experience are still just as relevant today there are now different movements, or ways of supervising, being promoted in this digital age. The new style of supervision shifts the locus for supervision and assessment from the visiting university lecturer to the school - based associate teacher. This effectively shifts the locus of control and concern from the university to the school, which then take on the role of providing a supportive collegial environment. In doing so, the school becomes much more than

just a 'Site of Practice' for a student teacher - it effectively becomes the learning community for all those involved. Coming to an understanding of what constitutes effective supervision, and the roles and responsibilities of each party, are not easy concepts to define in a rapidly changing world. This is a world of rapid societal changes and pervasive technological, economic and political change. Part of the shift in the manner that supervision is conducted today is because of a shift in resources allocated to faculties of education within universities. The funding of school experience is one of the most expensive components of pre-service teacher education and within this is the question of value for money. Supervision in the traditional way was conducted by an associate teacher in the school and by a visiting university lecturer who may, or may not turn up for one visit. The question that comes to mind is then centred on whether or not one visit by a university lecturer - who can only do one visit because of the resources allocated - constitutes value for money and value to the student teacher. With this shift in the locus of control and management of field experience, because of the lack of involvement in the field experience by the university lecturer, there is a need to look at new ways to do what is valuable for students and yet also be cost effective to the universities. One way to bring this about is the development of an internship as a means of applying the finishing touches, or rounding off the development of beginning teachers, especially in their final year of pre-service teacher education.

Hatton (1997) in a review of the literature on internships, commissioned by the Training and Development Directorate of the NSW Department of School Education, identified two main types of internships.

> The first involves up to a year over and above formal teacher preparation e.g. Five year masters program in the USA and Canada. The second provides one to two year school based programs for graduates on reduced pay with only limited coursework input from a university e.g. the Californian program (Hatton, 1997, p. 2).

Hatton also referred, with some trepidation, to the internship model now used in the UK as the major method for conducting initial pre-service education. Hatton made the further observation that Australian politicians might head down this pathway of workplace - based teacher education, via internships, in a climate of a shortage of

teachers and rising costs. What Hatton did not highlight in his review were the successful models of partnership-based and school-based teacher education internships developed and operating successfully in the USA called Professional Development School (Darling-Hammond, 1994). In reviewing the Australian literature it is also necessary to acknowledge a number of successful long-term internships including the Queensland University of Queensland (QUT) internship - operating since 1984; The Griffith University, Gold Coast Campus internship - operating since 1996; University of Western Sydney internship – operating since 1995; University of Melbourne operating since 1995, Monash University, Gippsland campus internship – operating since 1995.

Ballantyne (1999) had this to say in describing the use of internships in Australian teacher education.

> In Australia, the practice of internship, where universities and schools act as equal partners in the professional preparation of teachers, is now endorsed by major education policy makers. In contrast with the traditional practice teaching placements, intern programs are typically concentrated towards the end of pre-service preparation, allow students higher levels of autonomy and responsibility in the classroom and place teachers in the role of mentor rather than supervisor (Ballantyne et al., 1999, p. 80).

Interns, recognised as 'entry level teachers' in a Professional Development School (PDS), (Darling-Hammond, 1994) rather than student teachers on a block placement seem to have a sense of belonging to the school. In their PDSs interns have the potential, opportunity and the resources to direct and negotiate their own teaching and learning tasks. Research has suggested that within this context of an internship learning may occur for both the intern and the mentors. In this, the intern is seen as the protégé of the mentors but the mentors are also learning. They are therefore, according to McNally & Martin, "co-learners within the school setting and collaborative learning takes place" (1998, p. 39). It is also considered more likely by Cairns (1995) that interns will meet the requirements of what is deemed to be a 'capable teacher' when provided with the opportunities to assess and monitor their own needs within the PDS to which they are assigned. A capable teacher as defined by Cairns (2001) "is one who knows why they are taking actions, and is mindful of

the way learners learn and his/her role in the process of developing them as capable teachers" (Cairns, 2001). It is also anticipated that the students will, in their own PDS, while supported by their mentor teachers, recognise the areas of personal and professional development that they require for further growth, development and expertise.

It seems to me that when the internship concept is presented as a model of effective practice with benefits for all the stakeholders it emerges as a successful way to complete the final year of pre-service teacher education. The internship becomes a time of transition for the student teacher and prepares them for their forthcoming role as a beginning teacher. The graduating intern arriving at the point of transition, represented by the snow gum, at the end of their internship year should be well prepared to take on what ever comes. It is anticipated that they will be self-efficacious and be capable in their own right.

USING COMPUTER MEDIATED COMMUNICATION (CMC) IN PSTE

A further dimension of personal and professional development required and necessary for ongoing growth, development and expertise in student teachers is in the area of information and communication technologies (ICT). As suggested by Leach (2000) "it is the people and the uses to which they put technology, not simply technology itself, that have the power to transform education.....new technologies can be used to support, extend and indeed transform professional development " (Leach, 2000, p. 304). Such new technologies are tools such as Computer Mediated Communication (CMC) networks. Such networks have been used at the Open University in the UK for the delivery and facilitation of flexible learning courses in many faculties including teacher education. During the 1990s as teacher education in the UK was moved into a school–based system the need for facilitated CMC networks further increased in initial teacher education. Salmon (2000), a long time supporter of CMC, developed as the result of her extensive research, a five stage structured model, or framework, to facilitate the introduction and effective use of CMC for electronic conferencing. In particular she researched the work of the conferencing facilitators, who were also referred to as e-moderators. Salmon (2000) found that for e-moderation to successfully occur the e-moderators of conferences

needed a framework for contact; needed to recognise the stages of development; and needed to consciously move through the stages.

Through structured e-moderation the interns have the potential to become part of, or become, a "Knowledge Building Community" (KBC) founded on the sharing of knowledge and good practice through networking with ICT via the connectivity provided by the CMC network. The KBC, as described by Hoban & Lockyer (1999), "is a group of people who investigate problems together. The members of the KBC work as groups and not as individuals and are engaged in progressive discourse in an iterative process of knowledge building"(Hoban & Lockyer, 1999, p. 2). In the study conducted by Hoban & Lockyer (1999) CMC was used to support process outcomes and to supplement face-to-face teaching by providing discussion forums. In perceiving CMC in this way the purpose in providing the Network was to enable and facilitate the sharing of knowledge and good practice throughout the 'Community'. The experience of Mayer (2000) supports this notion of support and communication. In the study that Mayer (2000) conducted, with secondary interns, she found that the interns valued the technology as a link to other interns and advisors during the time of their internship. The CMC network, consisting of a bulletin board and email, became the electronic lifeline. In a study conducted by Sringam (1999) he indicated that his research, "suggests that CMC technologies, which are used to support collaboration, discursive interaction and the building of relationships, can provide the scaffolding that guides, supports and develops the construction of knowledge leading to quality learning outcomes"(Sringam, 1999, p. 4). As a mutually supportive community is developed it is anticipated that the members will gradually, at their own pace, progress through the levels or stages of the Salmon (2000) model moving beyond just using the network for communication to a stage of collaborative development and the construction of knowledge.

To develop a community dimension, or an active on-line community, it may be necessary to return to the essentials of a community as identified by Leach (2000) in order to establish the purpose in conducting a CMC network community at all. These dimensions or essentials of a community are seen as enduring, regardless of

the time, or technologies of the age. Leech and Moon (1999) cited by Leech (2000) claim the following:

> Despite diverse technologies and widely varied products across time and locations, these images enable us to locate some enduring dimensions of community
>
> - goals and purposes
> - knowledge (acquired and valued)
> - activities (including the use made of technologies)
> - differing roles and relationships
> - discourse (Leach, 2000, p. 313)

These five dimensions of community provide a useful framework to examine the functionality, purpose and need of CMC as a component of the support network for the interns in this study. It is hoped that this study can replicate the identified value of CMC networking as demonstrated by Leach (2000) in her study of 1000 teacher trainees per year.

> The annual surveys carried out over a four-year period (1996-1999) into the use of ICT on an initial teacher education program showed high use of the medium by trainees. Some 77 per cent of respondents used CMC conferences twice a week or more and 44 percent logged on daily (Leach, 2000, p. 314)

It was anticipated in this study that the three major stakeholders, the interns, the mentor teachers and the liaison lecturers would all embrace the use of the CMC network and use it to build the learning community. The opportunity existed for communication, for resource sharing and for multi-site connectivity and access.

Chapter Summary

The journey of this chapter through the literature, pre-service teacher education, internships and computer mediated communication has enhanced my study because it has focused on some of the 'big picture' issues with respect to each of these themes and has situated this study within a body of literature.

The mapping of the territory, through these major themes, has constructed a map of reality connecting the personal to the professional and the personal to the cultural. The multiple layers of consciousness, emerging and presented throughout the journey, have confirmed the value and power of auto ethnography. As

encouraged by Wolcott, (2001) the journey has been one of movement from the 'case' specific and circumstantial to the wider context.

The lengthy historical journey, through the literature of essentially Australian teacher education, is justified because to remove essential elements of this history, would have reduced the wholeness of the picture which has guided the identification of the many recurrent issues in pre-service teacher education. The recurrent binaries of theory versus practice; education versus training; professional versus skilled and competent practitioners; supply versus demand; state versus federal, have frequently been identified.

It is apparent that a lack of recognition of teaching as a profession, at every level, has impaired developmental growth in teacher education. Further themes explicated throughout the journey are issues such as; a lack of adequate financial resources; the failure to recognise PSTE as the initial stage of an ongoing process of professional development; the prioritisation of training rather than education; the need for a synergy between theory and practice and the ongoing quest to improve the quality of teachers in order to improve the learning outcomes for the young. Even within the national unified tertiary education system, introduced in 1987, and the movement to an entirely federally funded university graduate profession, Australian teacher education has not achieved a balanced synergy between theory and practice and lacks a national system of teacher education.

Initiatives such as internships for final year students have the potential to establish the synergy between theory and practice and create real partnerships between universities and schools. As such they also have the potential to build a community of learners in this post-modern digital world with the explicit intent to improve the learning outcomes for the youth of the nation.

We can't solve problems by using the same kind of thinking we used when we created them

Albert Einstein (1879-1955)

MY NARRATIVE AS SUBJECT & AS RESEARCHER

In this, my first chapter of data analyses, I tell my personal story of involvement in teaching, learning and teacher education. Through reading Lakoff (1980) I came to the realisation that to tell this story I needed to reach beneath the surface of the experiences, thinking through from what was apparent and descriptive, to the emerging explanations that enlighten, not just the meaning, but also the meaningfulness in my life of the encounters that I have experienced. To begin this journey I considered it necessary to start with a brief introduction to my background in education because it is my past judgements that have led me to my current role as a teacher educator.

As the water of the stream flows down the mountain it encounters many things. No one can know for sure the details or specifics of this journey, but we can, through our thinking, ponder about the journey of the stream and reach an understanding of what has been encountered beneath the surface of the stream. What does the water pass on its journey down the mountain? And, what does each one of us pass through, and, or, become a part of, in our own journey through life? No one can ever know what lies beneath the surface, what has been encountered, or what it is to be another person. My life journey, both professionally and personally has been influenced by the experiences and encounters, that I, as an individual person, have encountered, endured and enjoyed.

A particularly important part of my life journey is my journey as a researcher in this study. In this study I have travelled through more than two years of planning, developing, implementing, facilitating and researching the Gippsland internship. It is in this chapter in particular that I present the tale of the journey about what I have discovered, experienced and learnt in terms of self, others, the ecosystem and systemic change. I will reveal and present my understanding of what has emerged from beneath the surface and come into conscious as I have engaged in thinking and judging?

My background in Education

All my life I have been a student of one kind or another. In a recent count I realised that there have only been five years, since the age of five, that I have not been involved in personal formal learning. However, it is over the last twenty five years in particular that I consider myself to have been involved in providing, delivering and receiving what I refer to as 'formal, institutionalised education'. Formal education usually revolves around institutionally based teaching and learning environments and in a traditional sense one is either an imparter of knowledge - a teacher, or a recipient of the knowledge - a learner, being taught by a teacher. Over the years I have been part of the dichotomy of being one or the other. However, through these years I think I have also reached beyond the traditional beliefs about teaching and learning, in the transmission / recipient sense, and recognised the value of facilitating learning in others through the provision of opportunities, resources and tools. I have also recognised the power of being a co-learner, a collaborative, cooperative learner and 'Being a guide on the side rather than the sage on the stage'. This phase epitomises what I believe teaching to be about. It is my belief that those who we say we are teaching - the students, or learners, need to be able to, for themselves, make choices about 'the what', 'the why' 'the how' and the 'with whom' they will learn, and be guided in doing so, rather than be subjected to the whims of a teacher who decides and imparts what he or she believes to be important to be learnt, or just imparts what has been laid down in the curriculum to be imparted. Over my years in education I have come to recognise that it is essential, and vital, that adult learners, in particular, be recognised in this way. Knowles (1990) referred to this choice - centred and student - centred learning as Andragogy, "... the art and science of helping adults learn" (Knowles, 1990, p. 54). This way of describing learning is closely linked to a 'process approach' to facilitating learning as distinct from a model of Pedagogy, which tends to be 'content driven' and imposed by the teacher. Effective adult learning would therefore seem to draw together, into a whole, the diverse, disorganised and fragmentary pieces of knowledge rather than keep or retain the knowledge parts as individual pieces. Because of this drawing together, my understanding of learning leans towards the "organismic worldview as distinct from

the mechanistic worldview" Reece and Overton (1970) cited in (Knowles, 1990, p. 17).

According to Knowles (1990), Reese and Overton (1970) in the 1970s attempted to re-examine the existing theories of learning and re-conceptualised the organisation of these theories of learning into a metaphysical or 'worldview' concept. They identified two systems that are pervasive in the physical and social sciences: the mechanistic (machine) 'worldview' and the organismic (organism) 'worldview'.

The mechanistic model presents the universe as machine made up of discrete parts. When human beings are viewed from this perspective they are seen as passive, reactive, robotic and empty organisms. However, the organismic model presents the universe as a unified, interactive and developing organism. Therefore a human being from this perspective is seen as an active organism, as a source of acts and as an organised entity.

> The individual who accepts this model [Organismic] will tend to emphasize the significance of processes over products, and qualitative change over quantitative change...In addition, he (sic) will tend to emphasize the significance of the role of experience in facilitating or inhibiting the course of development, rather than the effect of training as the source of development (Reece & Overton, 1970) cited in (Knowles, 1990, p. 17)

My understanding of the organismic 'worldview' of learning is that it facilitates synergy and a drawing together of the fragments and parts and thus can be linked to Bauman's (2001) concept of tertiary learning.

Learners in today's age, the 'Digital Age', more than ever before need to be able to make their own choices, form their own realities, make their own commitments, feel free to spend their own time in pursuits that interest them - but also to take personal responsibility for their learning. It is the learners themselves that draw the pieces together to form wholeness or a 'worldview'. I have also formed the belief over many years that often the best learning we do is in the company of others. Whether we call it a study group, or a learning network, or a community of

learners, it points in the direction, that as human beings, we are gregarious and we are a social species. We like to be, in fact we prefer to be, in the company of others as we learn. Somehow we become more willing to change, what we thought we held to be true and unchangeable, when we are in the company of others. Leech (2000) describes the encounter of learning with others as follows:

> But human activity is neither solo nor conducted unassisted, even when it would appear to go on 'in the head'. Learning and professional development at whatever stage never takes place as the result of the acquisition of a set of decontextualised, abstract skills and competencies. Mental life is lived with others, is shaped to be communicated and unfolds in activity with others (Bruner 1996)...From this point of view knowing and communicating are inseparable... It is the communities to which they belong that provide the communicative tools for organising and understanding experience and generating knowledge. (Leach, 2000, p. 306)

However, and unfortunately, my experience of many traditional, instructional, didactic classrooms, in Western culture, indicates that the above model is seldom attended to. That is, the delivered content is more important than the process. The individual is more important than the community. To me learning is all about change, and only through change can we learn. Change to me is that shift in our level of knowledge or awareness, or more importantly a shift in the level of consciousness.

I have also come to realize that it often takes something traumatic to occur before change, or learning that endures, takes place. On a positive note learning also frequently occurs without this "existential crisis" (Britzman, 2003, p. 9) and often occurs as the result of group interaction, or through the individuals with whom we chose to spend our time.

The preparation of teachers

It is partly because I have always been interested in change and partly because I have always been interested in how people learn that I developed a passionate interest in pre-service teacher education and in the induction of beginning teachers. Throughout

my writing I refer to the preparation of teachers as pre-service teacher education and use this term to describe the period of time allocated for the institutional preparation of teachers. I am unwilling to accept the term teacher training because I do not believe or accept that we can train people to be quality teachers. The concept of training implies that through repetition and practice one can become competent, or successful in performing certain tasks, i.e. if certain criteria or competencies are met or achieved then someone has been successfully trained. Or, in other words, if someone does the things we want them to do, achieve the competencies decided by those 'who know', then the individual has been 'trained' and we are in receipt of a competent teacher.

It is important to bear in mind that quality teaching and facilitating learning is not about performing certain tasks, or performing a particular role. Quality teaching and learning is about relationships and the facilitation by teachers of the changes that are occurring, on an ongoing basis, in their students. Arendt, cited it Britzman (2003) views education in the following way.

> For education belongs among the most elementary and necessary activities of human society, which never remains as it is but continuously renews itself through birth through the arrival of new humans beings. These newcomers, moreover are not finished but in a state of becoming (Arendt, 1993) cited in (Britzman, 2003, p. 9).

It is the parents of the young and their teachers who are charged with the responsibility of assisting and guiding this process of 'becoming'.

As I pondered these themes I came up with a number of issues focused on teaching, learning and teacher education. If quality teaching is recognised as being about relationships and facilitating ongoing change in others in a negotiated, individualised and cooperative manner, then there are implications for teacher educators and the institutions of higher learning. When teacher education is not considered to be about training people to perform certain tasks there can be an openness to examine what teacher preparation should be about and how quality teachers can be prepared. It is now timely to re-conceptualise the implications for institutionalised teacher education programs, conducted in Universities rather than

in specialised teacher training colleges, and re-examine what is it to be a quality teacher in the post modern world.

My background as an educator?

Before discussing these issues I would like to explain how I came to be where I am now, involved in pre-service teacher education and a teacher educator in an institution of higher education. After a number of years as a classroom teacher in primary schools, both in New Zealand and in Australia, I began work in the early 1980s for a System Education Authority. My work as a teacher consultant revolved around the employment, induction and in-service of teachers. It was in this role that I recognised how significant, quality teacher preparation was, to the learning outcomes of students and to the teaching profession at large. What I had to deal with on a daily basis was the inadequacies of the beginning teachers, in poorly resourced schools, with an almost total lack of support networks for these young teachers. By this I mean that these mostly young teachers in the early 1980s for the most part had no release time from teaching, large classes of up to thirty five students, no support network of any kind within the rural community and, until my role had been instituted, no structure for personal or professional support. Classroom management and discipline, planning demands, organization strategies, time management and simply dealing with other human beings within a school community, were, and perhaps still are in many cases, the regular demons of beginning teachers. Britzman confirms this experience and suggests that it is part of the cycle of relationship between practice and theory. "Prospective teachers want and expect to receive practical things...a search for recipes (Britzman, 2003, p. 63). My infrequent visits because of geographic distances and the occasional in-service assisted only a little in addressing the concerns of these new arrivals to school life. So often it became sink or swim and in reality it came down to the following understanding, 'If you are to swim then find out how, and what you need to do for yourself in order to survive'. Those who survived did just this and those that didn't moved on into something else, or worse still, became protected by the system. By this I mean that they were moved into 'soft' duties, or moved into other unsuspecting schools, on a regular basis.

During this time I often asked myself, and others that I worked with in schools and in the System, about the whole process of teacher preparation. I

questioned the process of preparation because in my daily work as an induction consultant I worked mostly with those young teachers who were struggling to find their feet in a seemingly unknown world. Because some of these struggling beginning teachers didn't know how to manage a class, plan a week's work, or relate to children, I wondered how some of them ever came to be teachers at all. I questioned whether they were just allowed to slip through the net, permitted to graduate regardless of competence or capability and emerge 'trained' but incapable? Where did the fault lie? Was it in the selection of the candidates, or in the in-adequacies of the teacher preparation course? Was it due to a lack of professional school-based practice in their preparation years? Was there a lack of resources, from the System and / or the Government, to provide the type of teacher preparation recognised as desirable? I often thought about what made, or contributed to, the success of some individuals as teachers and the failure of others to even come near to the concept of a quality teacher. Was there such a thing as the 'natural teacher' and if so what was the point of preparing others to be what they could never be?

My Life as a School principal

As I moved into the role of a school principal of a medium sized school for the next ten years of my career I maintained and continued to develop an affinity for beginning teachers. I was always ready to employ, and nurture beginning teachers, especially if I had come to know them as effective student teachers, while some of my neighbouring principals considered them to be too much trouble. I employed them as they graduated, because I believed that beginning teachers had as much to offer, as they would receive, and their enthusiasm and lack of cynicism was always considered a bonus. My years as a principal confirmed this belief. These new teachers provided new life to the school through their unmeasured enthusiasm and zest in their new role as teacher. However, I also recognised their need for support and backup recognising that they were still in a process of learning and required a guiding hand rather than an authoritative one. They needed time to find their feet, make their own mistakes, and establish themselves as a caring teacher and to find out for themselves what this role of teacher was for them. They needed someone on staff willing and committed to being their buddy, their mentor, and willing to talk them through their successes and failures. As a principal I was seldom the one to perform

this role, but I needed to, as a principal, stay in touch with this work. As a beginning teacher they required acceptance, understanding and recognition that they were an emerging teacher, not as yet a fully experienced teacher. How could they be expected to be an experienced teacher after just three years of teacher preparation? As such they could not be expected to know everything, or be left alone to do everything on their own. Support was needed for these beginning teachers and the best of them also recognised this need in and for themselves. The system of support that seemed to work best consisted of one staff member being responsible for one particular beginning teacher. These staff members became known as Tutor Teachers and, through formal in-service days, were also prepared and extended in meeting the various demands of their supportive role.

As indicated in the literature, presented in chapter three of this document, there has always been concern about the preparation of teachers. However, the climate of thinking in the 1980's expresses the need for support, provided in a systematic way for graduates, because it was recognised that a key variable was changing. This variable was the scope and the rapidity of social change.

Student teachers were also always welcome in our school and relationships with the local Institute of Advanced Education (IAE) were always substantive and seen as mutually beneficial to both parties. These students, from various levels or stages in their preparation, were treated as 'adults in learning' and considered equal to all other staff members, although at a different stage in their professional readiness. As many opportunities as possible were provided to student teachers so that they could make choices about their learning and development needs.

It was during this time as a school principal that I recognised how vitally important it was to have good relationships with the local teacher preparation institution. A relationship of trust, built on the belief that each was doing their part well, established a mutually beneficial partnership. The IAE, as it was then, trusted our school to provide a high standard of professional experience and we trusted the IAE to prepare quality graduates. The Institute also assisted our teachers in becoming successful associate teachers through professional inservices. Regular meetings of an inter-systemic and collegial practicum advisory committee also supported the development and growth of mutual partnerships guiding the

recognition within educational community of what worked well for all the key stakeholders.

My arrival in pre-service teacher education

After completing my contract time as a principal, I moved in the early 1990s, into part-time and seconded University employment in pre-service teacher education. These were tough years in pre-service teacher education because of dwindling financial support; reductions in staff numbers; mergers between and amongst various levels of institutions of higher education; poor quality entrants because of a general disinterest in teaching; and a lack of employment opportunities for graduating teachers because of an oversupply of teachers throughout the country.

This period of time in Australian teacher education, as highlighted in the literature review, was a time of accountability and uncertainty. There was a major push from the federal government, who were supplying the funds for the whole sector to be more efficient and to be nationalised as had recently occurred within tertiary education at large. As stated by Knight (1994) "there are pressures for a degree of rationalisation or standardisation in the content and the structure of initial teacher preparation" (Knight et al., 1994, p. 459). The landmarks in education at this time could be considered as the following:

- a national approach to educational policy and federal involvement in teacher education
- an emphasis on competencies, skills and addressing disadvantage
- the movement from the binary system to a unified national system establishment of the national goals of schooling
- amalgamations of CAE's and State colleges of teacher education with universities

Although the push from the federal government was to essentially manage and control teacher education, now located in universities it would seem that the allocation of resources was not forthcoming. Instead of financial resources being allocated to pre-service teacher education they allocated it to in-service programs. Sixty million dollars, as detailed in the report 'Teaching Counts' (Beazley, 1993) was allocated to the NPDP program which had a minimal impact on PSTE.

In my early years in this work, and in viewing the work of teacher education from the other side of the fence, a number of significant issues such as the following appeared to be the dominant concerns of the then School of Education:

- The merger, and loss of local autonomy, of a rural Institute of Advanced Education with a Metropolitan University
- Transition concerns as the Institute moved from conducting a three-year Diploma of Teaching course to delivering a three year University Bachelor of Teaching degree
- Enrolling sufficient numbers of students without lowering the entrance criteria

My personal concerns revolved around

- the completion of my Masters Degree
- the PSTE program appeared to lack a coordinated holistic vision
- there appeared to be a contradiction between the model of learning espoused and the model of teaching and learning used
- negligible integration and use of Learning Technologies
- the lack-of-time to do the work that I thought I should be doing

A time to stand back and ponder

As I look back with hindsight I recognise that many of these issues, as stated above, have never been resolved and perhaps never will be. Maybe the essential thing has been to have kept on chipping away at the things that could be changed in order to improve the learning outcomes for the student teachers, who in turn, have over the years been commissioned to improve the learning outcomes of the students in their care. It is significant that the availability of financial resources always seems to be the dominant factor influencing decisions in education rather than quality educational outcomes. There is no doubt in my mind that financial decisions influenced the amalgamation decision, and the excessive workloads of the faculty staff, that in turn prohibited innovation or re-development of existing programs.

A step forward with the first School-Based Internship

However, and in spite of what seems like many negative issues, in an under-resourced and under-manned faculty, a surplus of teachers in the field and a series of school closures by a 'market focused', or "New Right" (Dale & Ozga, 1993) state government, one significant program, that was initiated by the campus in 1994/1995 was the school-based fourth year school experience program. The program was essentially developed and founded on the same principles and beliefs about pre-service teacher education that underpinned the New Oxford program developed by McIntyre (McIntyre, 1990, p. 19) in the UK. After extensive inter-systemic collaboration during 1994 the Gippsland school-based program was developed and first implemented in 1995. The planning for the program began in April of 1994 providing some eight months of preparation for the program. The planning committee, charged with the responsibility for developing, implementing and evaluating the program, consisted of representatives from a number of groups that included faculty staff members, a district liaison principal (chair of the committee), two school principals, two classroom teachers and student teachers. Schools wanting to take up the role as a Professional Development School (PDS), of the Darling-Hammond (1994) style, were requested to apply in writing and address certain criteria in order to be eligible for PDS status. Only a limited number of schools were selected in the early years of the program. E.g. in 1995 and in 1996 only four schools were selected as PDSs. This meant that students could only be allocated a space in one of these four schools. The students entering the school-based program in the 1995 year had already completed their teaching qualification consisting of a Bachelor of Teaching. At the end of the three-year course they had some options available to them. They could immediately take up a teaching position, or complete a Bachelor of Education (BEd). These options were removed in 1997 when all students were required to complete a four-year, Bachelor of Primary/Secondary Education (BPSE), degree and the school-based program became a 40 day component for the primary cohort.

1995-2000 - The Initial School-Based program

The students enrolled in GEC4201, the subject that linked the university course requirements to the school experience placement requirement, were expected to complete forty days in schools over the year by attending and teaching at least one day per week and implementing a school project on the other day of the week. The students were encouraged to complete any additional teaching, or school involvement, as negotiated between themselves and the school.

It is my belief that the foresight to establish this program was without doubt a brave and visionary one, especially in a climate of an oversupply of teachers, low tertiary entrance requirements for teaching and an overall decline in the place and status of teacher education within universities. The program was based on the premise that pre service teachers needed something more in terms of professional experience and needed ways to blend and link theory and practice. The program in reality became a very collegially developed and implemented program and enthused the principals of the region who recognised the power of the extended practicum and the value of regional university and school partnerships.

Mass Education at a distance (Distance Education)

In order to link the otherwise totally Distance Education students to the university, all students were also requested to attend any prepared university seminar days. All students were also required to complete a major project of 6000 words and maintain a reflective journal as part of the assessment requirement for this subject as well as receive a satisfactory assessment from their school-based mentor.

The initial school-based program that I refer to as the Internship of 1995-2000 was a significant innovation of the campus in the initial two years of its operation. As the structure of the degree changed in 1997, to a four-year degree, the necessary staffing and re-negotiation of the program didn't keep pace with the changes. The reduction in staffing and the removal of the school-based role of the liaison lecturer led to a modified and minimally supported school–based program, with no seminars and no electronic networking.

1995-2000 – My involvement in the School-Based program,

My first experience of the school-based program, as it was then called, consisted of attending early morning meetings (8am) once a fortnight for almost four months during 1994. As a result of these breakfast meetings, chaired by a Department of Education District Liaison Principal, and attended by a representative group of academics, teachers, principals and senior Department of Education personnel, the school-based fourth year for primary students was developed and implemented in January of 1995 as a new initiative of the campus.

During 1995 and 1996 I was employed on secondment to the university with part of my workload allocated to the role of liaison lecturer. In this capacity I became attached to one primary school, known as a Professional Development School (PDS), which I visited for at least one morning a week for terms one and three. During my visits to this school I met with each student (known in this period as a teacher trainee or a graduate teacher) individually, and sometimes as a total group of eight. These visits facilitated common and mutual understandings between the university, the PDS and the students themselves. In some ways I became a de facto member on the staff of my PDS and although I missed out on school photos I was invited to staff meetings, briefings and even social functions. Perhaps a limiting aspect of this school-based program was the absence of any formalised structures to facilitate the mentoring process, or to develop the skills of the mentor teachers. Unfortunately communication within the school always seemed to happen on a one-to-one negotiated basis and mostly revolved about the purpose and processes involved in the individual student teacher's school-based project.

There is an interesting observation that I would like to make about the place and the function of the school-based project. Students always wanted help, guidance and support with the project because this was one of the major items of assessment. At times one could almost observe an attitude that the only thing that really mattered was the project because that had to be passed in order to pass the school-based unit. Sometimes this attitude appeared to act as an obstacle to classroom teaching and experience. However, on a positive note the project itself seemed to facilitate a claim to self-determination and teacher identity by the students because this project was

something that they were in control of and was in fact for them identity forming and their substantial contribution to the school.

The students for the most part had little or no need to attend the university campus, even though it was within a thirty-kilometre radius of their PDS, because all other subjects were conducted in Distance Education (DE) mode. Because of this DE mode, the major methods of communication between the university and the interns were the personal intensive face-to-face links between the liaison lecturer and the interns and the occasional print-based administrative communication. For the most part this would appear to be all that the intern required.

The place of the asynchronous communication network

The additional layer of communication added to the initial school-based program, as documented by Pearson (1999), consisted of an asynchronous communication network using the conferencing software, FirstClass. This Computer Mediated Communication network (CMC) provided client access to a FirstClass server, via a dial-up modem. However, the students, in the 1995-1996 cohort, rarely used the network for the purpose that was intended and the mentor teachers and the liaison lecturers almost never used it. As a result of this infrequent use and the reduction in resources in 1997, the network was only used in the first two years of the school-based program. The overall results, as Pearson (1996) found, were disappointing.

> While the notion of computer conferencing was reported to be 'interesting' by both classroom teachers and trainee teachers (Chapters 5 & 6), participation on the network conferred no immediate benefits in terms of the ways in which classroom teachers and trainee teachers had defined ('negotiated') their roles and activities in the 'school-based' program (Pearson, 1999, p. 236)

Pearson's experience of computer conferencing, using FirstClass, within the context of the school based program of 1996, indicated that the potential of conferencing was not realised for the teachers or for the trainees (students of 1996). Pearson acknowledges that a lack of clarity and purpose of the network and of the nature of

collaborative partnerships between the university and the schools contributed to the under-utilisation of the network (Pearson, 1999).

In part it was my reflection about these experiences, as related by Pearson, which further kindled my research interest in the areas of pre-service teacher education (PSTE) and the use of computer mediated communication (CMC) in PSTE. Pearson (1997) in the conclusion to his study notes that he experienced difficulties in establishing a comprehensive audience, which at that time essentially involved the liaison lecturers and the interns. He further notes reluctance on the part of the participants to be engaged in using the CMC network. Although expressing the claim that computer conferencing had the potential to foster reflective stances to teaching, professional problems and issues, he recognised that this had not been realised in his study.

From the beginning of 1997 the school-based program, as described previously, fell from grace with a reduction in staff allocated to support its day-to-day operation. With only one staff member allocated there was in reality no support for the internship program. Perhaps the lack of support revolved around the knowledge that the interns were already graduates of their undergraduate teaching degree (three year primary degree) and that they could teach unsupervised in schools, i.e. the program was not essential in terms of gaining a teaching qualification. However, this changed with those entering their fourth year of PSTE in 2001 because this was the first cohort who were required to complete a full four-year degree program in order to meet the requirements of their teaching qualification.

2001 Internship program – The Revised Internship

The initial internship, referred to as the School-Based program or the 'Gippsland Model' as described by Cairns (1995) had by the year 2000 fallen into disarray. However, in October of 2000 a new interest emerged in the program because, as a faculty, no decision had been made as to the means by which the final year primary and secondary students of 2001 would complete the final placement of the mandated eighty days supervised school experience required of the new degrees, i.e. the Bachelor of Primary and the Bachelor of Secondary four-year degrees initiated in 1999. Finally in late 2000 a decision was made, and ratified at a staff meeting, to implement a revised internship program for all the fourth year students of 2001. The

primary degree students were to complete a minimum of twenty-two days in schools and a maximum of forty days, as per the requirements of the new course. The secondary students were to complete fifty days bringing them to a total of eighty days for their course.

2001 Internship program - My involvement in the Program

As the course coordinator for the Bachelor of Primary degree I contributed to the investigation and re-development of the Internship and took an active part in a number of the planning meetings. At this stage, the academic responsible for school experience chaired all meetings and was responsible for the administrative implementation of the program. An internship folder, containing the specific details and requirements of the internship program, was re-developed from the folders used in the earlier school-based program. In a briefing session, held in October and conducted by the school experience coordinator, all students were informed of the 'new format' for their school experience. They were informed that the 'new format' consisted of two days a week, for forty weeks of school-based professional experience, rather than the traditional block placements in schools for four weeks, one in each semester. The major shock for most of them was the reality-check that they were expected to be in their host school on the first day of the new school year, January 28th 2001.

Unlike the previous, primary only, school-based program, this new internship did not restrict the interns to a definite number of particular and chosen schools. In essence, what occurred with the placement for the 2001 primary and secondary cohort of 52 interns was to ask them, on an 'Expression of Interest' form, where they wanted to go in the region. Our planning team then matched the interns to the schools within the region with the proviso that as far as possible no intern was to be placed alone in a school. A minimum number of two interns were allocated to each school so that they could provide peer support to each other. Once we knew where the interns approximately wanted to go, we made provisional placements and then contacted the schools, presenting them with an outline of the program. On the basis of this briefing we asked them to make a commitment to be involved. Once the schools had agreed to take part in the program we formally allocated the interns to these schools and asked the schools to send in representatives for a briefing about the

program details. Not all schools were able to take part in this briefing, which was unfortunate, because as the 2001 school year began it became apparent that those schools that did not attend the briefing session lacked a specific knowledge about the spirit and understandings of the new internship program. Without this knowledge they tended to perceive it either as just another teaching round for students, and treated the interns just as students, or if they had been involved in the early program, were unaware of the differences of the new program. Not only were some schools vague about the details of the internship, because of their non-attendance at the briefing session, but also faculty staff was poorly informed.

I believe that this lack of communication compounded the many already existing difficulties in the academic year of 2001. To a degree the experience of wide sweeping changes and 'Future Shock' led to the resignation of a number of staff. Since the then staff of the faculty had in December ratified the decision to conduct the internship, one would have assumed ongoing support from the faculty, for the program and the processes involved. However, this was not the case. A further reduction in staff had also occurred, and it would seem that some staff were saying one thing in a meeting and practicing the opposite in reality - especially in relation to their support for the program. Of course it was also unfortunate that it was not until late January that all staff involved at the various levels of the internship program were issued with, and asked to become familiar with, the internship folder containing the specific details of the Internship program and its implications for faculty staff, the interns and for the Professional Development Schools. However, all staff had been briefed and the program was not unknown to them.

The absence of the Internship folders, although essentially caused by the delays in the assembling and printing of the folder by the Centre for Learning and Teaching Support (CeLTS), who had received the data very late, meant that vital details of the program were not available to many key people until after the interns had already begun their placement in the schools (January 28th). This in turn meant that some of the interns, and in fact some of the schools, did not even understand what the internship was about, or why the interns were in the schools from the first day. This confusion was also compounded by the reality that some interns had not made contact with the schools prior to the closure of the 2000 school year as they

had been requested to do. The purpose in having the interns meet with the school personnel prior to the commencement of their formal internship was to set up an initial relationship and provide some time for the intern to negotiate their role and work in the school.

The interns had been informed that contact with their schools, prior to the commencement of their internship, was essential and vital to the success of their year. However, the reality is that not everyone will follow the suggested guidelines.

2001 Internship Program - Key features

One of the key features of the '2001 internship' and an improvement on the first internship (1995-2000) was the combination of the on-campus and off-campus components of the fourth year program. This was particularly applicable to the primary interns whose entire fourth year program was delivered on-campus. To facilitate the valuable links between theory and practice, arrangements were made to schedule all fourth year university-based classes and internship seminar days on days of the week not scheduled for the 'school based' program. Monday and Tuesday were designated as the PDS days and therefore all university-based courses and seminar days were scheduled on the remaining days of the week. The internship seminars were for the primary interns' compulsory whole day programs, scheduled on Fridays and conducted on four days for each semester. The seminar program became the agreed method for conducting the Teaching Studies Unit EDF4105 for the primary interns. All secondary interns were invited to attend the days but for them it was not compulsory because their internship placement was linked to their Methods Units and these were conducted in the Distance Education mode rather than on-campus.

2 February, 2001 - The first seminar day

The entire day, attended by fifty of the fifty-two interns, was conducted by the co-ordinator of School Experience and myself. As a team, the two of us presented and responded to the issues that arose concerning assessment, the roles of the various stakeholders in the internship and the use of the Computer Mediated Communication (CMC) Network. I conducted two alternating workshops in the computer lab demonstrating and assisting the interns in using the conferencing software FirstClass,

while my partner explained in the alternating workshop the requirements of the Internship and in particular the details of the journal which was to be maintained by the interns as a record of their years encounters, experiences and learning. Time was also provided, both formally and informally, for the interns to raise issues of concern. Internship folders were also provided at the seminar day for the interns and for their mentor teachers. We asked the interns to distribute a folder to their mentor teacher and to their school-based internship coordinator. However, subsequent follow up informed us that this delivery did not occur in all schools. A number of schools did not ever receive a copy of the internship folder and as a consequence some schools were very unclear about the internship and complained.

The seminar days were seen as vitally important because it was anticipated that through them communication and a linking of theory and practice could occur. My colleague and I had often observed that professional experience in schools was not debriefed back on campus resulting in the fragmentation of theory and practice rather than the synergy of these essential elements of PSTE. A written manual, such as the internship folder, was also seen as important so that everyone involved received the same message. However, as I have already commented, the best of intentions are sometimes not enough. How do you get people to read?

Two major issues affect the program

Although my colleague and I considered the first seminar to be successful for all involved, some major issues arose before the week was over. In fact this program, that no one else was willing, or able to become involved in, almost ended up on the rocks within the first week of operation.

The first issue could not be avoided as it involved the health of the coordinator. Within days of the first seminar day my colleague went on extended sick leave which in turn left me, by default, on my own with the full responsibility of the internship program and the fifty two interns in a totally new program. For the remainder of the year no other staff member became actively involved in the program at any level what so ever.

The second event followed closely on the heels of my colleague's illness and subsequent extended leave. In my opinion this second issue should never have arisen and unfortunately its consequences were evident for the remainder of the year. A

small group of academic staff pulled me aside and ever so nicely informed me that attendance at the seminar days for the secondary interns could not be mandated. Secondly, a journal could not be expected from the secondary interns because it was not a formal and published unit requirement and as such could not be expected, even as a hurdle requirement. Whereas I agreed that neither could be mandated for the secondary interns I did emphasize that both of these held considerable benefits for the interns and they had been informed of this at the first seminar day. That is, their attendance was not mandatory and the journal was not mandatory, but considered desirable and useful for all interns to complete. In fact, it had been emphasized at the seminar day and in writing in the 'Intern Requirements' that the secondary methods had their own assessment requirements. It would seem that some staff had not read or digested this information. What is clear to me now is that the program did encounter some internal resistance. There was, as there had been with the first school-based program, some innovation anxiety. As a follow up to the informal meeting they raised these concerns, again, at a staff meeting at which I was formally instructed by the chair to write to all secondary interns informing them again of the mandated requirements for the secondary interns and that these did not include attendance at the seminar days or journal writing.

This was not a task I did willingly and I believe it resulted in many bad feelings of angst between some staff and myself and removed some of the success of this emergent program. It also indicated to me that I was trying to move people out of their comfort zones, institute systemic change and was tampering with their perceived ecosystem.

The further implications, especially with respect to the interns, were even more significant. The attendance of the secondary interns at the second and subsequent seminar days dropped away to almost no attendance at all. Throughout the year only one secondary intern attended all eight days. With the drop in seminar attendance, because they were no longer compulsory, came a lack of on-going contact and communication with the university. It was near to impossible to plan a separate seminar day for the secondary cohort of students who may, or may not, be present. My own background was primary, and although a number of the seminar sessions, such as using the CMC network; communication skills; Curriculum Vitae

(CV) writing and job preparation could be conducted in common with the primary cohort, I needed secondary faculty staff to be available to work with me in developing a secondary specific program to meet their specific needs. Perhaps the lack of a secondary orientated program also contributed to a lack of attendance. The needs of the secondary interns were basic and immediate because of their lack of teaching experience prior to the fourth year of their course. (Secondary interns in their course complete 30 days of observation prior to the fourth year 50-day internship). Perhaps even though I was attempting to achieve something that I thought was desirable and necessary for the interns, i.e. the involvement of the secondary interns with the primary interns, it was perhaps not feasible in a structural sense. They just didn't see the need for attendance.

However, I believe there is another factor which I have observed and experienced a number of times. It seems to me that many students have a mentality of only doing what they have to do to meet the requirements of a unit and nothing more. When the seminars were no longer compulsory, students for the most part did not attend the seminar days, which in turn meant that they were not staying in touch with other interns or staying up-to-date with what I perceived could have been useful to them in terms of their personal and professional learning. I have often wondered why there is a tendency for some students to do just the bare minimum, i.e. just do enough to get them through a course. Is this the culture of learning that has been established in western society?

The challenge of distance teaching – the lack of contact and communication

One area of major concern during the 2001 program was that all secondary methods were conducted only by distance education and contact with university staff tended only to occur when problems arose. What also occurred, along with the lack of a journal and the lack of attendance, was an inability from my point of view to ascertain what was really taking place in the formation of the interns with respect to them achieving the objectives of the internship. How could I now determine whether or not the stated objectives were being achieved and how was I to determine whether this new model of placement for all interns, primary and secondary, was effective and contributing to their personal and professional development?

In part, this latter question was resolved when all the interns were invited to participate in this research project and contribute their own ideas about how well the internship was meeting their needs. Although the interns could not compare this internship to a fourth year block placement they all had their own personal opinions to express about how well this program, and the schools they were attending, were meeting their personal and professional needs. They were all invited to contribute and share their understanding of how this innovation, involving systemic change, was making a positive difference to the manner in which a component of teacher education was being implemented. The body of knowledge, gathered from all the interns that were willing to be involved, will be discussed in detail in the following chapter.

What started to become apparent was the understanding that the internship is a journey in which each intern, and in fact each stakeholder, engages in differently. The journey is one of discovery, a rising of awareness, and for all involved it is unique. The journey can be likened to the journey down the mountain stream to a particular point of transition. The major themes or the elements of the journey - self, others, the ecosystem and systemic change continue to rise in consciousness and can be likened to the fundamental elements of a journey down a mountain stream – the journeyer (self) the water (others), the landscape (ecosystem) and open 'worldview' (systemic change). These key elements will continue to be referred to as I unravel the tale of my journey.

The research opportunity

As the program got under way in the early months of the 2001 academic year it seemed to me that an opportunity was being provided to conduct a research study into the Internship program and into teacher education itself. With staff changes, a lack of support, resource issues and the lack of communication at every level, including the FirstClass network due to connectivity problems, a very real and unexplored research situation had presented itself. In early March of 2001 I made the decision that the focus of my research would centre on the Internship that I had now found myself embroiled in and in the wider issues of teacher education. I developed a proposal, sought ethics approval and began the study.

2001 - The beginning of the study

I began this study with the intention of evaluating and examining the strengths and weaknesses of the Gippsland school-based fourth year internship. However over time the study has become far more global and re-focused on major 'big picture' issues with respect to teaching, learning, education, communication and morality, within teacher education and society at large. I had initially identified the three major stakeholders engaged in the study as the fourth year students, the schools and the university. These three stakeholders, together with myself as a subject of the research and the researcher, became the focus of my study.

Once the ethics committee and the employing authorities clearance were obtained, questionnaires and interviews were administered to the various stakeholders who agreed to participate. This data was gathered between August and November. All schools with interns in 2001 (N=23) were visited and as many mentor teachers as possible were surveyed and interviewed either in focus groups or individually. All interns were invited to respond to a questionnaire and thirty-eight of the fifty-two did so. I also personally interviewed a number of interns, both primary and secondary (N=13). Two lecturers from the faculty also agreed to complete a questionnaire and were interviewed. In essence the study formed the basis of a useful assessment of the 2001 internship and laid the foundation for a re-developed 2002 program.

Gradually, as the body of knowledge and my understandings built up over the internship year of 2001, I began to realise that what I was gathering consisted of much more than just the data from the interviews and the questionnaires. It consisted of the stories of the successes and failures of the various people involved, which was sometimes delivered through their vignettes, and sometimes though a conversation or a meeting. But, it also consisted of my observations and hunches about what was taking place and what seemed to be the important factors contributing to success for the interns and success for them within a teacher education program.

The 2001 CMC Network

Because of my long-term and practical experience with CMC networks a further important feature of my study and the 2001 internship program was the inclusion of

the Computer Mediated Communication (CMC) network. I was responsible for designing and providing a facility for communication and resource sharing for the interns, the mentor teachers and for the lecturers. The reasons for including the CMC network for the 2001 internship program were three-fold. First, it was established to provide a private network for the stakeholders in order to facilitate communication. Second, it was designed as a resource-sharing network enabling all the stakeholders, but especially the interns, to access and to share digital resources from anywhere at anytime. Third, as an intervention tool influencing and changing the way in which supervision / mentoring could be conducted in the "Digital Age" (E. Dyson, 1998). It was my argument that the potential existed in 2001 for a dedicated, inter-connected resource bank to be developed by each intern, facilitated by connectivity from anywhere, at anytime. This connectivity could include the home, the school site (PDS) and the university. Resources could be up-loaded and downloaded to and from the network by the various individuals and became available from everywhere at anytime. The network ideally had the potential to become the personal and professional 'electronic briefcase' for each intern. The 'electronic briefcase' is akin to the teachers' cane basket. It is the place where they can dump the things they want to keep and look at a second time at later stage, or when needed. However, the interns in the early part of 2001, especially the secondary interns, appear to have made little use of the network. Part of the reason for this low level of use can be attributed to the fact that the network would not initially operate between the Virtual Private Network (VPN) of VicOne, which operated in the then Department of Education Employment and Training (DEET) schools, and the university. This was not changed until July of 2001 even though negotiations had been underway, at my instigation, from late January. The prolonged delay in opening the connecting port and the limited access restricted the use of the FirstClass network to home and university usage by the interns. These delays at critical times perhaps led to a slow uptake in the use of the software and a high degree of frustration for all concerned. In order to re-launch the notion of the CMC conferencing a training session in the use of the software was offered to all mentor teachers on the 21st of February 2001 and a separate session was conducted for all faculty staff in the same month. However uptake remained slow and attendance at the training session was disappointing.

Essentially the lack of use of the Network, especially by the mentor teachers and the liaison lecturers, who had full time connectivity, was disappointing. I make the observation that it seems likely that when people try and use a CMC network for a first time, and it does not do what they think it should do - or hoped it would do - they give up. Pearson (1999), as noted earlier makes a similar observation. I had committed an enormous amount of my time and energy to the development and the full administration of the computer mediated communication (CMC) network personally setting up all the user accounts on the network for the lecturers, mentor teachers, interns and the principals. I also had personally e-moderated the entire network, established all the conferences, not necessarily because I wanted to, but because there was no one else in the faculty to do it. I had also formed the understanding, and been given the undertaking by the faculty, that this CMC network would form part of the basis for the 'supervision' of the interns in the PDS's and so become an alternative to site visits and lecturer observation of lessons. [As part of the new internship model no interns were to be visited unless a problem arose]. I felt personally let down because of the lack of use and felt like it had all been left up to me. Not only did my involvement extend to the maintenance and administration of the CMC Network, it also consisted of developing and running all the seminar programs for the entire year (N=8), and maintaining all communication and correspondence links with the schools themselves. I was also the first point of contact, and often the only contact, for all fifty-two interns. When issues arose about the internship, or about the involvement and work habits of the interns, I was the person the schools contacted. It became my direct responsibility to sort out whatever issues arose and needed sorting out. On at least four occasions for the year this involved school site visits and meetings with school personnel and interns. When the interns themselves had problems in their schools they turned to me for support, encouragement and sometimes to shed a tear or two. If lecturers had problems with interns they frequently made contact with me, in the first instance, in order to enlighten them about a particular school or intern. I suppose I became all things to all people. Perhaps at first glance some might say that this 'one man band' syndrome impeded the success of the program. However, because of staff shortages due to retirements,

long service leave and sickness, there was no other primary staff member available and no secondary staff member willing to take responsibility for the program.

As the academic year began to draw to a close it became necessary for the preparation work for the following year, 2002, to be set up and established. The school experience administration officer and myself laid out a plan consisting of what we thought would be needed to set up for 2002. Part of this planning consisted of the gaining of support from the faculty staff for the continuance of the program for both the primary and the secondary interns. The decision to continue was made by the Associate Dean of the campus and with this blessing the planning continued. All prospective interns for 2002 were invited to a meeting and briefed about the specific details of the internship. At this meeting they were asked to complete an expression of interest placement form indicating their interest in particular regions or schools. In a similar timeframe the administrative officer and myself developed an 'Expression of Interest' letter and application form that was sent out to all schools in the region with an enrolment in excess of 150. Schools over 150 pupils were invited to be involved because these schools were more likely able to take the minimum of two interns, and with a larger staff, more likely to have a greater depth of experience to share with the interns. The response from the primary schools to this 'Expression of Interest' letter was overwhelming with almost every school that was initially contacted almost immediately sending back their Expression of Interest. Forty-eight primary schools replied with completed 'Expression of Interest' forms. Of these interns were placed in 13 primary schools for the 2002 school year. The response from the secondary schools was almost adequate initially but this changed as we compared the desired placements of the students with the schools available. Further contact had to be made with a number of schools to obtain placements for all of the secondary interns.

Once interns were allocated school placements a further meeting was held with the schools in order to provide the specific details of the program and to answer questions. What was pleasing to see in this new cohort of schools for the 2002 school year was a blend of schools, both new to the program and some with the experience of previous years. However, there were some difficulties in using schools that had hosted the old school-based program because of the misconceptions about the new

internship program and unwillingness by some of these schools to understand, or recognise the differences. Some of these schools persisted in retaining some of the old terminology and ideas of the school-based program - for example, graduate teacher rather than intern, and some still employed the interns as Casual Relief Teachers (CRT) believing them to be qualified. The meetings with the schools helped to clarify some of these issues and assisted in conveying the new directions of the internship program developed as a result of the experience of the 2001 internship year.

A major part of the planning, preparation, renewal and re-development of the program fell upon me because the internship was seen as 'My Baby'. As already stated it was necessary for me to correspond with all schools about the revised 2002 program and with the entire prospective fourth year cohort. Further to this it was necessary to undertake a revision of the program and develop a totally new, user-friendly internship folder that I wrote, published and forwarded out to all schools.

As the year drew to a close there was much to reconsider and analyse. Reflection at this time led to some major questions that can be considered as both broad and specific.

Questions arising out of the implementation of the 2001 Internship program

How well did the stakeholders handle the changes to the model of pre service teacher education field placement?

What did I discover during 2001 and why did I invest some much time into this internship program?

Was it really worth it, was it working and for whom did it work?

In my attempt to answer these questions I visited again the writings of Arendt (1990) and applied her thinking and judging, actor and spectator model, to the work that I knew I was so deeply submerged in. As I stood back from the action, in my role of spectator I spent many hours engaged in thinking, my "two in one" conversation with myself, as highlighted by Arendt (1990, p. 446), and began to identify the following as some of the dominant themes, or my understandings:

- *Teachers at all levels of education don't like change very much at all and really dislike it if it asks something more of them. Perhaps they are already overwhelmed and under constant pressure from every quarter of their lives*

- *The central and significant place of the partnerships between the schools and the University emerged as vitally important. No group likes to be told what change they will next be required to implement on behalf of another group*
- *The importance of preparation for the mentor teachers emerged as essential. This was seen as vital if teachers are ever to shift from seeing themselves as supervisors of student teachers, in the traditional sense, to be the mentors of interns who are adult learners - capable and preferring to think for themselves*
- *Awareness developed about the reality of, value of, and place of, school-based assessment for the interns. The assessment of the interns as to their capability, competence and self-efficacy in the role of teacher really rested with the people who knew them best in the practice and role of teaching. With no one-off visits by 'supervising lecturers' the decision about the final preparedness of the interns rested rightfully with the mentor teacher who had worked for the year with the intern*
- *A synergy between the university and the school-based program developed through balanced linking of theory and practice with the on-campus / off-campus components. The acknowledged recognition by the stakeholders of the mutual importance of each of these components continued to emerge throughout the year*
- *It became apparent that there was value in the computer mediated communication network, especially for the interns, who used it as a dedicated and private communication network and perhaps more importantly as an on-line resource sharing network. On the other hand the teachers in the schools and the lecturers did not perceive that they needed the network. It appeared that they did not have the time to use it and essentially rejected it as of no value to them*
- *The recognition and the need in all of us to learn in the company of others. I didn't really enjoy running solo with this project and would have preferred to be working with others. The interns made it very clear that they needed other interns in the PDS with them and recognised the power of the CMC network*

to facilitate communication and the time to work with their peers both in the PDS and in seminar days

- *The developing perception that many students work to the bottom line, i.e. they will only do what is required of them, as part of a course or a unit requirement, and do nothing more even in spite of missing out on participation in vital learning experiences*

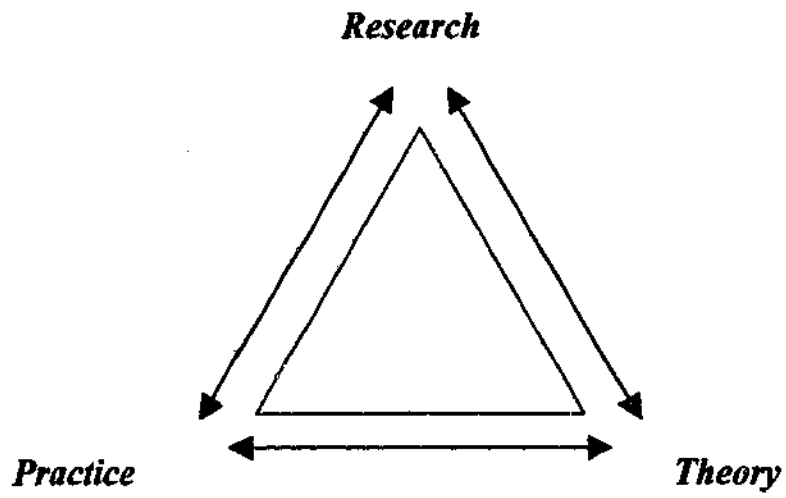
These points, which embrace the four themes of self, others, ecosystem and systemic change, will be revisited a number of times as we move through this study and visit the thinking of others. Perhaps for now it is enough to say that since 2001 was the first year of the revived program year not everything was going to go as planned and nothing could ever be considered as containable within a closed black box.

My own interest in the program over the year developed to the stage that the program was not just part of my work. It was, and had become, an all-absorbing part of my personal and professional life. I was committed to the program partly because it had become the focus of my research but also because I wanted the interns to get the maximum benefit from this experience. I also wanted to be able to make good judgements about my actions and the work of the program so that the things that needed to be re-addressed for the following year could be attended to. I realised that I could only make good judgements if I stood back as a spectator, taking the time to think about the program. Perhaps also I could not see the point in the faculty implementing a new program and then, as so often happens with new initiatives, spending no time examining if it was working as intended, or whether or not it was meeting the needs of the stakeholders. The program was a means for the faculty of education to engage in the Bauman (2001) concept of 'Tertiary Learning'. Perhaps there was a need for us as a faculty to break free from the patterns of the past, especially in this ever changing and evolving world. The way things have been done in the past do not have to remain in place and continue to be that way, just because this was the way things were, and have been done. Perhaps the whole educational community and indeed society itself could be redeveloped and reconceptualized.

As the year progressed I began to theorise what I was observing as taking place. I noted the value of the program from different perspectives and gathered

evidence about what was, and was not working. I started to see the value to teacher education of the changes that were being implemented. I observed and noted the recognised perception of the preparedness in the emerging beginning teachers who had received the opportunity to establish rapport through a longitudinal relationship with a particular PDS. In attempting to clarify my thinking further I re-visited Cairns (1999) work on interdependent triadic relationships. Cairns model is best explained in the following diagram:

Figure 6.Triadic model



Cairns concept was based on Bandura's (1997) triadic reciprocal model and initially, I can see the value in this model of the harmonising influence of each element with each other. According to Cairns the three factors all reciprocally interact with each other, and inform each other, like three notes in a chord:

> As with Bandura's model the three elements are not necessarily equal. Situations, emphasis and other factors in the reality of operation mean that at different times, for different purposes and in different situations, one element may have more emphasis or weight than the others but, all three are significant and involved in an effective quality and diverse system and the interaction is bi- directional. It is triadic, explicit and overtly interdependent linkage (Cairns, 1999, p. 9)

However, with further thought and based on my experience, my criticism of the model rests with the triangle - a triangle is a closed system. Indeed within my year of research these three elements were a major part of the work of the interns. Part of

my task was to facilitate in the interns a growth in consciousness, through thinking about the inter-relatedness and connectivity between and through all the elements as a whole rather than just as separate entities. In this way the self, the social and the ecosystem become harmonised and each valued in their own right, but also recognised and valued as a whole. The whole is about systemic change that is only achievable through an open-ended 'worldview'. To use the triangle locks these important elements into a closed space - a black box that is not a 'worldview'.

By the end of the year I had established a firm belief in the value of the program but I also realised that it needed more support from the Faculty at large. It could not survive as a one-man band. PSTE was, after all, a shared responsibility that perhaps went above and beyond both the wider resource issues of the faculty and the university and the specific workload issues of some individual staff members. In standing back and thinking I was able to observe for myself, and I also heard it from other staff members, how much the interns were developing both personally and professionally. The interns themselves also spoke often of how they valued this professional experience of an internship that combined and unified their different levels of experience, i.e. school-based and university-based. Much of the value of the experience of the internship can be attributed to the mentor teachers who were a constant in the lives of the interns as they sought meaning about the practice of teaching in the light of the theory they had been exposed to in the on-campus component of their course. Mentoring became a much more powerful and enduring force than supervision because it enabled them, as interns, to formulate their own theories and new theories/conceptualisations about teaching and reach a new understanding or consciousness of themselves and their identity as a teacher.

Although the CMC network was intended to facilitate a mentoring process by facilitating communication and resource sharing, it assisted little in this task for the majority of the stakeholders. It appears that the CMC network worked for many of the primary interns and this mostly occurred in the later part of the year when a growing awareness of its value to them started to emerge. It is of interest that a number of them also wanted to continue using the network after they left the program so that they could continue with their established peer support.

In order to prepare for the 2002 internship year, and the briefing sessions to be conducted for the staff of the PDSs, I re-visited the interviews that I had conducted during 2001 with two world leaders in pre-service teacher education. I used these interviews to guide me in my thinking and re-conceptualisation of pre-service teacher education. I interviewed Professor Bob Moon from the Open University in the UK and Professor Fred Korthagan from the Netherlands because of a synergy of interest with my own field of study; they were recognised experts in their fields and were willing to be interviewed during the time of their visits to Melbourne.

9 April 2001 - Interview with Professor Bob Moon, Novotel Hotel,

To summarize my conversation with Moon in a few paragraphs seems unrealistic but my purpose in talking with him was to gather some ideas about using CMC in Education and about how FirstClass was being used in the UK in Teacher Education and Teacher Development. Our conversation took place in the foyer of the hotel over a number of hours and it stimulated me in my thinking about PSTE and the use of CMC.

Some of the main ideas that emerged from our discussion are the following

- In the UK, initial teacher education and ongoing teacher development are conducted differently than in Australia with a greater emphasis placed on the role that the school plays in the process of initial preparation and teacher development
- There is no one-way to do CMC, which is a global phenomenon requiring research. Moon had extensively used the software FirstClass, especially for large scale conferencing
- Small group conferences are labour intensive and require trained tutors taking the initiative, rather than the tutees. A ratio of twenty to one is seen as desirable i.e. twenty tutees to one tutor
- Based on his experience in PSTE he suggests that there is a critical mass required if a vibrant online learning community is to become established. The critical mass needs to be over eighty participants to ensure that there is something there for everyone as they log on to engage

- At the time of meeting, Moon described his use of the World Wide Web as the place to locate resources and software such as FirstClass as the environment for conferencing. His hope in the future was for an environment that could do both efficiently and effectively.
- Moon also referred to what he described as the "Binge Culture" of teaching resource development that had its roots in the industrial model of learning, i.e. the assembly line production of all learning materials prior to engaging in the task of teaching. The use of the web and CMC has the potential to facilitate a process approach to teaching and learning, delivering what is required, when the individual learner requires it. This appears to me to be a more realistic way of meeting the needs of an adult learner
- In talking to Moon I became further convinced that the choice of the software, FirstClass, was a good one. Moon was delivering Professional Development programs, in ICT capabilities, to 120,000 teachers throughout the UK using a FirstClass web-based CMC network. His students in pre-service teacher education had provided useful feedback highlighting the power of delayed time conferencing. "We get strong feedback from students to say that they like it [conferencing in delayed time] as a complement to tutorials because they can sit back and look at messages and they can think about it, they can go away for a couple of hours and do something else, then they can then formulate their response in their head and then come into the conference [and contribute]" (Moon, 2001).
- A problem highlighted by Moon at the Open University was focused on the challenge of getting staff familiar with the whole concept of conferencing as distinct from email and list serves. Moon suggested keeping e-mail separate from conferencing to assist in maintaining the unique environment of conferencing. Some staff saw this as just another thing added to their own growing list of things to do each day

I recognise the value of this conversation with Moon because he shared with me some of his personal and professional experience in 'doing technology'. He also placed me in touch with a number of writers whose work in contemporary ideas about learning, teacher learning, new technology learning and web-based learning

provided direction and guidance in my own study. I finish this conversation with some text from near the end of the conversation that I had with Moon.

***Bob**: Somehow people think that there's a new technology so everybody logs on, uses it, engages in it. It won't be, it won't be like that.*

***Michael**: The secret seems to be how do we find the things that...*

***Bob**: The triggers, the motivators?*

***Michael**: That will engage them in learning. And I believe it's gotta have something to do with their needs. Not a have to, but an actual need to move on, or develop a new skill, or some new knowledge that they themselves know they need to have.*

***Bob**: or social pressures. Just the social professional discourse thing.*

***Michael**: Well sure. Of actually wanting to network with other people.*

***Bob**: Yeah.*

12 November 2001 - Interview with Professor Fred Korthagen, Monash University

In a similar way that Moon, as presented above, provided me with guidance in the use of CMC in teacher education, Korthagen guided me in my quest to discover more about the different approaches being used in teacher education, especially in Europe. Our discussion took place on the 12 November 2001 in the Faculty of Education staff room at the Clayton Campus of Monash University. Over a number of cups of coffee and in between a series of interruptions, Korthagen and I conducted an interesting professional conversation.

Some of the main ideas that emerged from our discussion are the following

- Korthagen identified that the key to successful teacher education for him was reflection. His work, as a teacher educator and as an educator of teacher educators, is firmly centred on reflection. According to Korthagen the most powerful form of reflection is that which is situated in ones own experience because one's own ideas and concerns provide good substance for further debate and discussion with others. Student teachers need time, in and out of schools, in order to reflect, relate and problem - solve their experiences as a student teacher. These are the events that become the most powerful in the lives of the students and can form the basis of what it is to be a teacher. This shift in the power balance within teacher education presents a different way to conduct teacher education. No longer does the teacher educator, with the

theory, alone know what is best. The cases, or situations of learning, presented for further discussion and reflection now become the cases of the student teachers, rather than the cases of the teacher educators, whose cases might well only be designed to teach a particular theory that in turn the student should then be able implement in practice.

- One of the most useful tools for student teachers is a Professional Portfolio. The Portfolio becomes the device, or the way, to document the professional growth emerging as the result of reflection. Through reflection the student teacher comes to know what it is to teach well, what works for teachers and what works for learners. The portfolio can be used to record real evidence of reflection but also the concerns and key ideas about teaching. When questioned, Korthagen thought that it was important that there be some structure to a portfolio which he suggested could emerge from a group discussion conducted with student teachers. In this way, i.e. through discussion, the key components, or the structure of a portfolio could be developed. This would be one approach to developing the structure of a portfolio but I also thought that an initial framework could also be partly based on the key competencies required of teachers – perhaps those already developed by an expert group.
- For the first time I was introduced to the ALACT five step model of reflection as developed by Korthagen. This is the reflection tool that Korthagen uses at every level of teacher development – student teacher preparation through to the education of teacher educators. This model is not unlike the classic action research methodology. What is also valuable about this model is the collaborative approach of working with others in the process of reflection about ones practice. It becomes a team effort to develop both good teaching skills and effective reflection skills. This model informed and become the basis of the model of reflection used in the Gippsland Internship – that is, the process of 'Reflective Mentoring' referred to earlier in this study and to be further explained in the following section of this chapter
- In questioning Korthagen about the use of CMC in teacher education courses he was keen to offer the advice that a structure was necessary. All of the

students placed in schools were required to log into the conferencing space, at least weekly, and contribute ideas to a conference. The ideas thus contributed were to be discussed, added to, and then after further reflection and time resubmitted as a further contribution. The most interesting thought presented to me about this whole conferencing and contribution concept was the claim made by Korthagen that everyone involved in his CMC network contributed without any application of demand or requirement. Everyone contributed because they wanted to contribute and wanted to belong to this community of learners. Seems to me that communities are built best by those people who want to be in.

- A further concept raised in our conversation was the use of partner schools as the selected sites for placement of student teachers. Korthagen made it very clear that not all available schools were used for the placement of student teachers. The university was only prepared to work with the schools willing to work with them as partners. Part of this partnership was the willingness for schools to provide two teachers to be involved in long-term university-based professional development as mentors and coordinators [one day a week for a year]. This long term Professional Development model, funded by a grant from the Netherlands Government, was based on the need for mentors to be well versed in both the theory and the practice of mentoring and reflection. It also recognised the need for effective professional development to be conducted over a period of time rather than as a one-day event. Unfortunately even though the ideal was presented as very desirable the resource funding could well prevent the ideal from being implemented.

My conversation with Korthagen came at the right time for me in terms of redirecting and rearranging some of the elements of the internship, and my own research, in light of both his comments and the feedback from the interns, the mentor teachers and the liaison lecturers of 2001. The feedback from these stakeholders further emerges in chapters five and six.

In summary this conversation influenced me to rethink the binary between theory and practice and further confirmed my belief that we have indeed been socialised into the delivery model of instruction, based on theory, as the way we do

teacher education. Once again I was left to ponder whether this model was an appropriate model for this digital post-modern age. However in practical, immediate and perhaps expedient terms I realised that I had been guided to recognise the need to change a number of things, associated with the internship. These are detailed below:

- *The interns themselves were to be considered as the major contributors to the content of the seminars days. This was seen as more important than 'my agenda', even if presented as the best theory and delivered with the best intentions in the world*
- *A professional development portfolio was developed and designed to contain more structure so as to assist the interns in documenting their reflections about key issues and adding evidence of their experiences*
- *A mentoring preparation program was established so that mentor teachers were better prepared for the role of mentor*
- *More structure was added to the CMC network and the interns were given skill sessions designed to facilitcte their personal and professional use of the network*
- *The ALACT model (F.A. Korthagen & Kessels, 1999) was adapted and become the foundation for the process of 'Reflective Mentoring'*

In reality the opportunity to reflect with a colleague, so strongly promoted by Korthagen, was practiced in this conversation and both of us learnt from each other.

The two major developments for the 2002 internship year

- The process of 'Reflective Mentoring'
- The implementation of the Professional Development Portfolio (PDP)

The process of 'Reflective Mentoring'

The process of 'Reflective Mentoring' was developed from the work of Korthagen (1999) who linked reflection to teacher competencies. Reflection has long been associated with the process of 'mentoring' which is a term that "reflects the potential of a one-to-one professional relationship that can simultaneously empower and enhance practice" (Fletcher, 2000, p. xii). According to Korthagen (1999)'Reflection', refers to "the mental processes of structuring or restructuring an

experience, a problem, existing knowledge and insights" (F. A. Korthagen, 1999, p. 192). It is within this Gippsland Internship model that 'Reflective Mentoring' is seen as central to the work and the life of the interns, the mentor teachers in the Professional Development School and the University lecturers (Liaison Lecturers). It is a crucial factor in teacher effectiveness. 'Reflective Mentoring' within this internship model is not a stand-alone single event but part of an ongoing cyclical process involving the mentor teacher and the intern, the liaison lecturers and the intern, the mentor and the liaison lecturer.

'Reflective Mentoring' involves:

- providing support and guidance
- a relationship built on trust
- frequent one on one conversations
- non judgemental or evaluative statements
- returning to issues on a frequent basis or as required

It is within this context that learning may occur for both the intern and the mentors. In this process the intern is seen as the protégé of the mentor but the mentor is also a learner. They are therefore co-learners within the school setting where collaborative learning takes place.

The implementation of the Professional Development Portfolio (PDP)

A major tool and recording device for the process of 'reflective mentoring' became the Professional Development Portfolios (PDP). "The practice of keeping portfolios enables emerging professionals to articulate their teaching philosophy as well as their teaching techniques" (Lyons, 1998, p. ix). Shulman, (1990) who introduced the idea of portfolios into teacher assessment, defined a portfolio as the following. "A teaching portfolio is the structured, documentary history of a set of coached or mentored acts of teaching substantiated by samples of student work and fully realized only through reflective writing, deliberation, and serious conversation" (Shulman, 1994) cited in (Lyons, 1998, p. 276).

The use of the PDP within the internship had the potential to provide documentary evidence of the entire process of 'reflective mentoring'. The interns assumed the individual responsibility to record their own reflections and the events that occurred in their professional life, their lessons and discussions with their

mentors. The PDP became a monitoring tool that both the mentor and the intern use to measure progress in achieving the beginner teacher competencies. They are encouraged to develop both technical and professional skills relating specifically to the following:

- using and developing professional knowledge and values
- communicating, interacting and working with students and others
- planning and managing the teaching and learning process
- monitoring and assessing student progress and learning outcomes
- reflecting, evaluating and planning for continuous development

The framework in essence uses an action research model. The interns, with their mentor teacher as a guide, were asked to:

- reflect upon and log their action or interventions with students
- look back on their action
- become aware of its essential elements
- create alternatives methods of action
- trial the new action

The deliberative act of creating a PDP is intended to help the intern to articulate their teaching philosophy as well as monitor the development of their teaching skills.

These two developments, described above, were facilitated by the feedback received from the stakeholders, the interviews conducted with Moon and Korthagen, discussions with my colleagues and my own reflections. As stated below a number of revisions were made to the 2002 program with the intent of improving the experience for the interns.

2002 internship program - My involvement in the program

The main areas that emerged as new directions for the 2002 year, as stated in the 2002 internship folder are as follows (Faculty of Education, 2002b):

- An Internship coordinator in every school
- A Mentor teacher for each intern (secondary interns required a mentor in each of their methods)
- Clearer guidelines for all stakeholders
- Professional preparation of the mentor teachers to explain the process of 'Reflective mentoring'

- Computer Mediated Communication (CMC) network operating from day one
- Inclusion of a Professional Development Portfolio (for primary interns only)
- Inclusion of a project (for primary interns only)

All correspondence about the 2002 year listed these areas as priorities. The briefing sessions for staff, mentor teachers and interns were used as one of the ways of conveying these initiatives. The other major method was the internship folder (2002a), which made clear the guidelines of the internship. As promised at the briefing days, the folder was in all schools, primary and secondary, by the first day of the school year.

In beginning the new-year, with the background knowledge of the 2001 program, the 2002 program did not become a one-man band. With a number of new staff appointed to the faculty briefing sessions were conducted that were focused on the internship program and the operational use of the FirstClass network. They were also provided with an internship folder, provided with an individual account on the FirstClass network and shown how to use the network.

All staff in the faculty was invited to become one of the liaison lecturers and take responsibility for about five or six interns. A total of ten staff offered their services to be mentoring liaison lecturers. These liaison lecturers were introduced to the interns as a group at the first seminar day for 2002 and allocated their interns for the year. Their role was to act as a first point-of-contact for the interns and they were encouraged to stay in touch throughout the year in a mentoring rather than a supervisory role. In March a memo was sent to all liaison lecturers making suggestions about possible means of maintaining contact with interns, the use of the FirstClass network and their particular role in the program. As will be discussed later in this document this role was perceived and implemented differently by different liaison lecturers (LL).

It is an observation of mine that although the role of LL was initially taken up enthusiastically the support of lecturers in this role tapered off considerably as the year progressed. This was apparent by a growing lack of involvement in the seminar days that were conducted for all interns. The support, especially from secondary method lecturers in these seminar days was strongly encouraged because it provided an opportunity for the interns to ask specific questions from some of their key

lecturers. However, as will be noted later in this discussion, some interns had no contact with their LL for the entire year. Part of the reason for this lack of contact can be associated with the workload issues of individual staff members.

The First Seminar day for 2002

The first seminar day for 2002 was conducted on the 8th of February 2002 and was prepared in consultation with most of the Faculty. This, in itself was a wonderful start to the new-year. The day opened with a formal welcome from the Associate Dean of the Campus and all staff were introduced. The program for the day began with an overview and re-defining, when necessary, about the nature and purpose of the internship program. As the day progressed the two most emergent concerns for the interns were the following:

- The primary interns were concerned about the details of the project.
- The secondary interns were concerned about the lack of their secondary method materials.

The value of having faculty staff available at this day came to the fore with these questions. I could readily address the concerns of the primary interns and with some secondary method lecturers available it was also possible to address most of the concerns of the secondary interns setting them up with appropriate generic tasks to complete prior to the arrival of their methods materials.

Induction into the First Class CMC Network

At this first seminar day all the interns were inducted into the use of the FirstClass Network and provided with a full set of instructions on how to use the network. The interns from each PDS were also provided with a twin platform (Mac /Windows) CD Rom of the FirstClass client software. A nominated intern from each PDS was asked to collect the CD and to install the software on a computer, in their PDS, so that their group could have easy access to the network throughout the year. Unfortunately, once again there were Wide Area Network (WAN) problems in the Department of Education schools. This in turn disrupted the arrangement made by the Department in the previous year to open the Port access between the two VPNS (Virtual Private Networks) of Monash and the Department of Education. The result, in some of the PDSs and for some of the interns, was that the FirstClass client would not operate on

their network. However, the saving grace was that the Web-Based version was available for everyone who had Internet access and this included all schools in the state of Victoria.

An amazing thing happened to me as I was becoming aware that some schools were having difficulties in accessing the network. The Company, which distributed the FirstClass software in Australia established contact with me and offered, at no cost to the university, to upgrade the server licence status to the latest version. Three staff members associated with the company spent an entire day assisting with the upgrade and with the fine-tuning of the network. The latest version, 6.1, was much more Web friendly and provided a viable alternative to those schools without client access. I also felt that it removed the excuse that the network was not used because it wouldn't work. In late February, in a memo to all PDSs the web address for the FirstClass network and a reminder about access details, username and password was forwarded to all school internship coordinators.

Initial Data gathering for 2002

Another task conducted at the first seminar day of 2002 was a gathering of data in questionnaires about the entry levels of the interns themselves. The initial intention of using these questionnaires was twofold. First, was to provide a benchmarking position to which they [the interns] could compare themselves at the end of their internship year; Second, was based on the perception that the data could be used as a progressive monitoring tool to improve the experience being offered to the interns. Fifty-four, of the fifty-six interns involved in the 2002 program, volunteered to be involved in the study.

Within a similar timeframe all the school-based mentor teachers allocated interns for the year were invited in a mail-out to participate in the research study. All schools and prospective participants in the study were presented with an explanatory statement containing the specific details of the research. They were asked to indicate their willingness to participate in the research by returning a signed letter of consent and a two-page questionnaire. Of the twenty-three schools invited to participate, eighteen schools responded by returning the consent and questionnaires. One of the respondents who never completed the questionnaire responded with a note expressing the following sentiment. "I really don't have time for this" (Jack, 2002).

Perhaps the most disappointing response with respect to the research came from the universities liaison lecturers. Of the ten liaison lecturers, who had expressed their willingness to be the first point of contact for a small group of interns, only three provided their consent to be involved and submitted a questionnaire.

This lack of involvement by liaison lecturers, again in this second year of the re-developed internship, perhaps indicates the lack of resources applied to teacher education. Many of the lecturers invited to be involved felt they didn't have the time to commit themselves to the program, i.e. they were already overworked. Perhaps they perceived, and were already doing enough, or perhaps the work of the internship, or the model being embraced, were not for them.

The data gathered in this phase of the research in this manner did enable me to monitor the internship and provided me with an understanding of how the internship was perceived by the major stakeholders. However, because the nature of the data, gathered with the questionnaires, tended to be descriptive it didn't provide an understanding of the deeper issues affecting pre service teacher education. Also because the nature of my research process had changed it was no longer considered appropriate, or necessary, to compare data obtained at the beginning and at the end of the internship year. Conducting interviews and referring to my own personal research journal proved to be more valuable in relating to, and explaining with some confidence, some of the deeper issues of pre-service teacher education.

The expressed need for further Professional Development for the mentor teachers

One of the issues noted in my journal and emerging from the questionnaire conducted with the mentor teachers, and further supported through a number of informal conversations with the school-based internship coordinators, was the understanding that there was a need to clarify some aspects of the internship model. A preliminary analysis of the responses to the questionnaires indicated that the following areas needed to be clarified:

- The process of 'Reflective Mentoring' – what is it? What should we be doing? How is it different from supervision?
- Computer Mediated Communication (CMC) – How do we do it? Why should we do it?

My immediate, and negative reaction to these responses was to declare that these areas had been carefully explained in the pre-internship briefing day and followed up in the internship folder. Maybe the mentor teachers hadn't read the folder. However, on reflection and some checking of the responses, I realised that many of the current mentor teachers were new to the internship and had not attended the briefing sessions. With a more objective reading of the folder I became aware that the detail in the folder could be considered inadequate in both of the areas that the mentor teachers were expressing concern about. In addition, and in an attempt to be more objective in my reading of the folder I also asked one of my colleagues to read the folder and provide an opinion about his understanding of what was written especially in these two specific areas. He confirmed with me that these two areas in particular required further clarification and he felt that insufficient detail had been provided to the PDSs.

As a result of this conversation my colleague and I decided that there was a need for some form of intervention to clarify the purpose and the use of CMC and the process of 'Reflective Mentoring' that we were anticipating the mentor teachers would use in their dealing with the interns. My colleague and I also agreed that it might be more valuable for myself, as the researcher, to refrain from being the facilitator of these sessions so that I could with the participants permission, stand back, observe and take notes about what was taking place through the sessions. It was agreed that I would do the organisation of the sessions, prepare the documentation, venues, catering, invitations etc and that my colleague would run the sessions. The timing of these sessions was crucial because the interns had not been in schools for the second term and were due to return in early July for third term and their new semester at the university. We considered it important that the workshops be conducted prior to the return of the interns to the schools.

June 2002 – PD sessions for the mentor teachers

Two Professional Development (PD) sessions were planned and conducted on June 6 and June 13. One session was conducted for the primary schools and one session was conducted for the secondary schools. Both were well attended with more than half of the schools being represented. As a follow up to the two PD sessions, and at the request of the participants, all the documentation provided at the sessions was sent in

the 'snail mail' to all the PDSs and also uploaded as PDF (portable document format) files to the FirstClass network. This enabled all school personnel, whether present or not at the sessions, to have immediate access to the information. By uploading the data to the FirstClass network, all mentors, i.e. school mentors and liaison lecturers, had immediate digital copies of the information that was shared and discussed at the PD sessions.

The briefing sessions conducted by my colleague were, by all appearances, very successful and presented the potential and possibilities to really change the way that mentor teachers worked with their interns. One of the significant points raised in both the primary and the secondary groups was the positive way that the interns were viewed in the PDSs by the staff. The schools represented in these PD sessions made it clear that the interns were viewed as colleagues, rather than as student teachers completing a 'round', and were recognised as teachers. It was also indicated that this way of perceiving the interns was increased or decreased depending on the involvement of the interns in the school and their personal attitude, disposition and personality. This highlights the significant importance of relationships being formed and maintained as a vital part of school life. One mentor teacher in the senior level of a secondary school openly said that her intern had as much personality as a 'wet rag' and the staff did not see her as a staff member. On the other hand a mentor teacher in the junior school couldn't say enough good things about her intern and said that she would go out of her way to make sure that this intern had a job at her school next year. This in fact happened.

What these sessions seemed to do for them, was to confirm with them, that what they were already doing, was, in most cases, a successful way to implement the process of 'Reflective Mentoring'. The different groups expressed their understanding that they recognised that this process was a much more appropriate means of liasing with interns than the traditional supervisory method, used in block placement. They also recognised that the process of 'Reflective Mentoring' was relationship-based and could only develop over a period of time. They viewed the process as a safety net for the interns preventing them from falling through the cracks, because of the pressures of time. Many of those present expressed the belief that the more practice the interns, and the mentor teachers, had in using the process

the more capable the intern would become in making good judgements, based on thinking about their own practice. It is with interest that I can also note that the mentor teachers also viewed the process of 'Reflective Mentoring' as a two way process. The mentor gains from the process because he or she is almost forced to monitor and assess their own work, and evaluate their own programs, in order to remain legitimate with their intern. Their own thinking, prior to engagement with the intern, prepares them to meet the intern on an equal footing especially when time is limited and is a critical factor. Feedback on the fly, or during the lesson occurs, but it is not seen by the mentors as the most desirable way to communicate. It was also noted by a number of the mentor teachers that 'feedback on the fly' often happens because of the pressure of time.

In both the primary and the secondary PD sessions those present thought that the National Competency Framework for Beginning Teachers, published by the Australian Teaching Council (1996b), was a useful framework to guide mentoring conversations. These competencies were seen as useful to begin discussions and were also useful as a monitoring tool, helping to assure, both the mentor and the intern, that key areas of competency and teacher skill were being covered. One participant from a secondary school suggested that the interns could use the competencies as a useful guide in the preparation of their Professional Employment Portfolio. This participant saw it as essential that the interns recognise and monitor their own developing skills and competencies rather than be told by their mentor. He also made the point that although teaching was very much relationship-based - and that there was much more to teaching than a set of competencies, it was useful to have a framework that helped to identify the skills and competencies that assist in the process of teaching and facilitate learning in the students.

One school-based internship coordinator came to the session because she wanted clarification of her role in the internship program. She felt unsure whether she should meet on a regular basis with her school's three interns. Before I could answer the rest of the group of mentors jumped in and strongly encouraged her to meet with the interns on a regular basis. They clearly articulated to her that the regular meetings helped to clarify ideas, keep the communication channels open and put a public face to the schools administration with which the internship

coordinators tended to be associated. Eventually I added that regular meetings were a suggested practice because they helped to build up the shared responsibility of the internship within a school and facilitated the growth of inter-school relationships.

As part of these PD sessions a full explanation and 'hands on' component was conducted to assist the mentor teachers in their use of the Computer Mediated Communication (CMC) network. Although those present appeared to enjoy the session (to the extent that some participants stayed up to an hour after the session was finished because they wanted to play some more), many mentor teachers felt that they really didn't have the time for another communication network. They had their own email at school that they would use to contact the university if it was required, or they would use the telephone. Most saw little value for them in using the CMC network. A number of them also didn't use it because they didn't know who to contact other than myself and their intern. They also preferred face-to-face meetings rather that CMC generated ones. Two primary schools and six secondary schools were not using the network because they were still waiting (June) for the software. It appears that some interns never got around to installing the client software on these schools networks and no one seems to have advised them that they could access the CMC network equally well with a Web Browser. This was a little disappointing because all interns had been encouraged to install the software for their own benefit and to support the mentor teachers in their use of the network. It appears that this component of development was not occurring in many schools. However, it is important to note here that with only two interns in most schools and with a variety of other methods of communication available to the mentor teachers, there appears to have been little need for the mentors to use the network.

Overall these PD sessions confirmed the belief that well-chosen mentor teachers were a major part of the strength of this program. This was indicated in the openness of the attending mentor teachers, their willingness to do something different and their enthusiasm to embrace systemic changes that might lead to improvements in teacher education. These sessions certainly confirmed with my colleague and I, that there was enormous value in the partnership between the university and the schools. It also confirmed our emerging understanding that successful teacher education occurred in a 'created', 'open' and 'worked

environment', based on balance in relationships and partnerships, i.e. people working together in a collaborative and non-competitive way with a willingness to adopt an open 'worldview'.

My work and role as the internship coordinator

As the internship year of 2002 rolled on there was a constant need for me, in my role as coordinator of the program, to respond to the on-going requests and expressed needs of the interns. A dimension to this role consisted of the pastoral care of all the students in my course and in the internship in particular. There were often two levels to this work. The surface level, or the specific details of course maps, course advice etc and on a second level that of sharing counsel or personal advice. As such the second level needs to remain unsaid even through it was a vital dimension of the life of the internship. Some stories are not my stories to share.

A constant area of discussion throughout the year was the Internship project, required as an assessment item for the primary interns. Because each project tends to be individual, and particular to the PDS that the intern is involved in, there is no one answer and no one way of doing the project. Over the years I have observed that many interns don't like this 'openness' with room to 'negotiate' their role, work and research. Many wanted, expected and could only handle very explicit instructions with every requirement detail provided. Although clear guidelines and assessment criteria were provided very early in the year many interns still required constant reassurance that they were on the right track.

The need of some of the interns to have everything laid down in black and white perhaps indicates that our students have become socialised into certain ways of acting / behaving to maximise their chances within the education system. That is, they know the game and know how to play it in a dependant way that reduces their personal responsibility for their own learning. They know how to meet the stated criteria and will only perform up to the level that they feel is necessary. Although I am not exactly sure that I know the reasons why the research project, in particular, presents itself as such a major obstacle to the interns I acknowledge that some of this insecurity may also revolve around the lack, in the interns, of a research background. That is, they are intimidated by 'action research' and fear making a

major mistake in their research. A failure in their fourth and final year that might jeopardise their chances to finish their course and graduate.

The Ideas Expo

One of the primary interns, Beth, asked me in early May if the interns could run what she referred to as an 'Ideas Expo'. This expo was intended as an avenue for all the interns to present their ideas of good practice, sharing resources and examples of things that had worked for them. Essentially the 'Ideas Expo' was to take the form of a series of mini workshops run by the interns themselves, be open to the wider educational community of Monash and all the schools in the region. It was conceived as a way by which the interns could showcase their learning and talents. I happily relinquished the final seminar day for the year, October 18; so instead of a seminar day consisting of individual projects being shared, the final seminar day became the Ideas Expo day. One of the significant ideas of this planning group was to ask some of the previous years interns (2001) to be involved in part of the day. This initiative, continually supported throughout the year, came to fruition on the last seminar day of the year. The interns themselves ran the entire day.

As the 'Ideas Expo' idea emerged and developed and eventually came to fruition it became apparent to me that I had now become the facilitator of a learning community for the interns and the internship itself has developed a life of its own. As lecturer and teacher I did not need to be in charge, or in control of the experience, or the learning, that was so obviously taking place before my eyes.

Chapter Summary

This first chapter of data analyses explicates my personal and professional journey as I relate and discuss my experiences, learnings and insights about learning, education in general and teacher education in particular. In many ways, and in many layers of consciousness, this journey of mine intrinsically involves self, others/social, ecosystems and systemic change. My knowledge and understandings have developed as the result of the life I have lived, as teacher, learner, parent, consultant, and school principal and now as a teacher educator.

In this chapter learning has been re-visited and re-conceptualised. An understanding has been reached that learning is organismic, as distinct from the

mechanistic, and it is about process rather than product. This organismic 'worldview' of learning facilitates synergy, a drawing together of the fragments, and like organisms in the biosphere, consists of many parts. However, it is the learners themselves that have to be able to draw the pieces together to form their wholeness, or their own 'worldview' and take responsibility for their own learning. The best learning seems to be done in the company of others, co travellers, who don't know what they will learn, or where they will eventually end up. This understanding of learning has emerged throughout the journeys of the two internships. The co travellers recognised the internship as a journey of discovery, engaged in differently by each of the stakeholders.

The program provided a means for the faculty of education to engage in the Bauman (2001) concept of 'Tertiary Learning'- breaking free from the patterns of the past. The interns themselves personally and professionally grew as educators because they took charge of their own learning, negotiated their role in the school and learnt much about themselves, others and the ecosystem of the schools. Successful interns recognised their dependence on their personal involvement in the school, their attitude, disposition and personality. They recognised the significant importance of relationships being formed as a vital part of school life. The program made a significant difference in the wider educational community as evidenced by the schools desire to have interns. The mentor teachers willingly embraced the new program and engaged in the systemic changes being implemented. Mentoring became a much more powerful and enduring force than supervision. These mentor teachers also confirmed the belief that well-chosen mentor teachers were a major part of the strength of this program. They clarified the enormous value in the partnerships between the university and the schools, and confirmed our understanding that successful teacher education occurred in a 'created', 'open' and 'worked environment', based on a balance in 'relationships' and 'partnerships'. With the success of the 'Ideas Expo', it became apparent to me that I had now become the facilitator of a learning community and the internship program had a life of its own. As a teacher educator I began to understand that I did not need to be in charge, in control of the experience, or control the learning. All that I needed to be was the guide on the side and the provider of options and possibilities.

Philosophy begins with wonder – Socrates (469-399 B.C.)

THE NARRATIVE OF THE INTERNS

In this chapter, focused on data analyses, it is my intention to relate an emerging understanding of the story told by the interns themselves. When it is possible to do so, this story will be presented using the voices of the interns. Once again I am reaching beneath the surface of the descriptive experiences, related by the interns, in order to gain meaning from the emerging explanations that enlighten, not just the meaning, but also the meaningfulness in the lives of the interns of the experiences encountered by them in their internship year.

It is in this chapter in particular that I present the journeys of the interns as they have travelled through the internship and present an understanding of what they discovered, experienced and learnt in terms of self, others, the ecosystem and systemic change. I will identify examples of interns as actors and interns as the spectators revealing and presenting my understanding of what has emerged for them from beneath the surface and come into consciousness as they engaged in thinking and judging?

> During this year I have been able to grow as a teacher and my confidence has risen considerably. My time with these students has also made me understand and appreciate that I have a long journey ahead of me in becoming an effective teacher. I now recognise that the process of education is dynamic and I will need to be constantly aware of the changing society in which these children are growing up. My career in teaching will involve continual change and my professional development will occur through my constant research, trying out of new processes and reflecting on my practice (Marie, Intern, 2001).

In this short passage Marie has conveyed, in her own words as a spectator, a deep and mature understanding of where she was at on the completion of her internship year. She has presented herself as a confident and self-efficacious beginning teacher

who recognises that it takes time and effort to establish confidence and that the students in her care have also contributed to her development and growth. She makes it clear that education, learning and society are not static but dynamic and as a teacher the journey of personal and professional development can never be considered as complete. She seems to recognise that research needs to be a vital part of her career facilitated through the trialling of different processes, as needs arise, and continual reflection about her practice. All in all Marie has successfully completed her pre-service teacher education and is where we would like a beginning teacher to be upon completing this component of teacher development.

As indicated in the introduction to chapter four I have come to recognise that the journey of the mountain stream has a life of its own, within the water of the stream, as it flows down the mountain and encounters new things. The interns, as they travel the journey of their internship year experience many things and encounters that they could never have anticipated. Indeed each of them has their own story to tell. What I am attempting to do in this chapter is to present their understandings and stories, drawn from a variety of sources, and relate an explanation and interpretation of the interns experiences both as a collective and as individuals. I intend to present my understanding of the deeper meanings of what has been encountered as well as the surface description. The journey of the interns, personally and professionally, as indicated by Marie above, have been influenced by the experiences that each of them as individuals have encountered, endured and lived through. Marie has highlighted her personal and professional journey and the key elements, or the framework used to analyse and examine the data presented in this chapter.

Self *- "I have been able to grow as a teacher and my confidence has risen considerably*

The social/others *- I will need to be constantly aware of the changing society in which these children are growing up*

Ecosystem *- I recognise that the process of education is dynamic*

Systemic Change *- my professional development will occur through my openness and constant research, trying out of new processes and reflecting on my practice*

What Marie has encountered and learnt over the year of her internship seems to have occurred through a gradual movement or a rising of consciousness. This has occurred along the journey and that what she now knows, was unknown to her at the beginning.

The Three Intern Groups

I present in this chapter data from three groups of interns. The first group is the intern group of 1995-2000. The second group is the intern group of 2001 and the third group is the intern group of 2002. The data, obtained in a variety of ways from the different participants, when taken together as a group has the potential to present certain patterns and define commonalities. However, it is essential to acknowledge that each individual tells a story that is different and cannot be generalised as, or presented as, the story of the entire group. I will be attempting to present the stories of the interns using the dual landscapes of "action" and "consciousness". The later is also known as the landscape of meaning. These landscapes were initially developed by Bruner (1986) and extended into narrative therapy by White (1998). According to White (1998) the landscape of consciousness, occurs along with the landscape of action. It is within this landscape of consciousness that the thinking behind (beneath) actions comes into consciousness and is revealed. The stories to be related in this chapter attempt to blend and present the two landscapes simultaneously, each with their own unique yet essential characteristics. To do this it is my intention in the first instance to present the various devices and tools used in the study and then discuss the inter-relationships and connectedness between the various components.

The First Landscape: The Landscape of Action

This landscape in White's (1998) words "is constituted by experiences of events that are linked together in sequences through time and according to specific plots" (White, 1998, p. 31). It is this first landscape that presents the processes and occasions of change and learning, the description of events and the experiences encountered by the interns themselves within particular situations or environments.

The Second Landscape: The Landscape of Consciousness

According to White (1998) "the landscape of consciousness is derived through reflection on events in the landscape of action to determine what those events might say about desires, preferences, qualities, characteristics, motive, purposes, wants, goals, values, beliefs, commitments, of various persons" (White, 1998, p. 31). In my opinion there is also value in associating this landscape of consciousness with Arendt's (1990) concepts of both thinking and judging. In this landscape there is an attempt to recognise the choices made, their value and the success of the negotiated choices. It seems to me that meaning and consciousness can effectively be derived through thinking and judging as defined by Arendt (1990).

THE FIRST GIPPSLAND INTERNSHIP PROGRAM - 1995-2000

The first group to be discussed is the Intern group of 1995-2000. It was fortunately possible within this region to identify current teachers within the State education system who had experienced the first intern program, known as the school-based program. A small number (N=6) indicated their willingness to be involved in the study. Those who participated completed a questionnaire, and where possible, were interviewed during a school visit. All wrote a short vignette or a summary of their year.

What did the questionnaires convey?

Although the group was small (N=6) some patterns emerged from this group about this first Internship referred to as the school based program. The first pattern can be seen as focused on effective communication. Although the interns were from different years of the internship program half of this group were unsure about the purpose of the internship that they were involved in and were unclear about the goals of the internship. Perhaps of even more concern was that two thirds of this group indicated that they had little or no understanding of the learning context into which they were entering. However, two thirds of the group knew how they were to be assessed and all but one intern had a clear understanding of how they were to be supervised during this internship placement. Although this is only a small group it would appear that specific, important and essential details about the internship model

being implemented, or thought to be implemented at this time, were not being clearly understood by the interns.

This same group of interns, for the most part, strongly indicated their personal recognition of the professional attributes of a capable teacher. Only one intern from the group was unsure if they had become a flexible and adaptable teacher by the end of their internship. This same intern also indicated that planning collaboratively was not a strength and nor was literacy in the use of ICT for teaching and learning. There was only one other intern that indicated that literacy in ICT for teaching and learning was not a strength for them. It was also this intern who indicated that at the end of her internship she had still not been able to recognise her personal skills, knowledge and attitudes about teaching and learning. Perhaps it is not incidental that this intern did not claim to have a high level of self-efficacy, or belief in her ability to carry out the role of teacher. It is of interest to note that this entire group of interns claimed to have, at the end of their internship, a strong set of personal values about teaching and learning consisting of ethics, trust, responsibility and integrity. The entire group also strongly valued learning and the development of learners who manage their own learning for life.

All six interns agreed that their mentor teacher was supportive and helpful. As an entire group they were also very satisfied with the supervision that they received from their mentor teacher. The same was not said about the support provided by the university liaison lecturer, either in terms of support, or supervision. Only half of the group felt they were supported adequately or supervised appropriately by their supporting university liaison lecturer. Two thirds of the intern group also thought well of the staff of the school that they had became a part of during their internship year and recognised the power of collegial support.

It is with some interest that I note here that the interns are acknowledging that the 'supervision' from the mentor teachers was seen to be invaluable but the support from the Liaison lecturers was seen as inadequate. Perhaps this was because the interns were not yet fully able to recognise the devolution of supervision, in the form of a mentoring role, from the university to the school. Perhaps also the schools were still in the mode of supervision, rather than mentoring, which was more like what the

interns were expecting. Gradually as this journey progresses, through the various years of the internship, I anticipate the emerging independence of the interns.

Three interns from the 1995 and 1996 program, had access to the university-based FirstClass Computer Mediated Communication (CMC) network. They recognised the purpose of the Network but for the most part made little use of it as a means to maintain links between themselves, the university and the schools. However on reflection they wished that they had.

Perhaps this is a comment made with the hindsight of the increasing use of ICT in schools over more recent years and a growing awareness that they had a facility, and a powerful resource, that they had neglected to use.

What did the interviews and the vignettes from the interns convey?

In an attempt to gain a balance of their ideas and thinking, the intern group of 1995 - 2000 were also interviewed, or invited to forward a vignette, outlining a 'reflection in hindsight' about their internship situation and the experiences of their final year of pre-service teacher education (PSTE). All six interns did one or the other. The following themes or patterns emerged from this intern group who are now teachers in Victorian state primary schools.

The first response from all of these interns, when asked what they considered to be the important attributes of a capable teacher in the 21st century, referred to the importance of relationships in educational settings. Their responses identified the following as essential attributes of a capable 21st century teacher and present the self in relationship to others. Teachers need to be

- patient and understanding with children in dealing with their problems
- able to speak and interact with parents and staff members on a number of issues both formally and informally
- able to work with others in harmony through offering and receiving support

This group of interns also identified the personal qualities of a capable teacher. Capable teachers in the 21st century have

- a sense of humour
- the ability to readily establish rapport with students
- the necessary skills to be well organised

- recognised the need to be flexible and are able to cope with the constant changes to their daily program, and frequent requests to do extra
- a keen understanding of what it is to be reliable

A third theme presents elements of the education ecosystem revolving around the acknowledgement that teachers of the 21st century need to

- be aware of student strengths and weakness and be able to cater for individual differences
- present positive attitudes to children and educate the whole person
- be prepared to extend the quick learners and support those who struggle

A fourth theme focused on systemic change is best presented in the words of one of the interns, who together with the entire group, identified the need for teachers of the 21st century to be well versed in social work.

> We are, as teachers, often required to try and teach children who have been affected by many of the problems facing our society. Loss of, or lack of, parental supervision and support-parents affected by drugs, alcohol, poverty and child abuse themselves. A teacher in the schools of today is a care - giver as well as a teacher (Elizabeth, intern 1998).

The fifth and final theme, also focused on systemic change, is focused on what it is to be professional as a teacher. The intern voice of Clare presents a clear understanding of this theme

> As teachers we need to be up-to-date with the latest trends in education and be willing to better ourselves by attending Professional Development (PD) sessions so that we can come back to our classrooms and provide our students with the best education possible. (Clare, intern 1999)

Throughout the interviews and in the reading of the vignettes it became apparent to me that each of the interns, engaged in a journey, had, as one would expect, their own perception of the internship program that they had been involved in. On a

negative note half of this surveyed intern group of six stated that they had no idea about the purpose or the goals of the internship program. They described the year as disorganised, looked on themselves as guinea pigs and were very unsure about what was expected of them. They viewed the guidelines, presented by the university, as unclear and perceived that no one, including the university staff, knew what was expected of the interns. Even the actual placement of interns in schools seemed to be problematic, at least to some, as indicated in the statement by Louise below.

> The university phoned me just a few days before the school year began and told where I was to be placed. I wasn't very happy about this because I was placed in a local school to the university but I wanted to be placed in my hometown, which was two hours away (Louise, intern 1995).

[In 1995, the first year of the internship program, only four local schools, close to the university, were used as Professional Development Schools. In the student briefing session, held in October of 1994 all students going into the fourth year the following year were informed of the placement arrangements. It would seem that Louise missed this briefing and had formed a different perception].

Whereas the comments above describe some of the negative experiences there were also many positive reactions and perceptions of the program. The following comments present the positives elements of the internship program.

> I felt it was good to interact with staff, students and a grade while still 'learning' the job and before going solo (Jane, intern 1996)

> I always considered the more time I could spend in a classroom the better it would be for me. I thought it would enable me to be totally immersed into school life. It was very good for me and I learnt a lot (Bill, intern 1996).

It seems to me that because everyone's experience is different, because of the different years that they were involved in the program in different schools, we are not able to generalise and say that this is the way it is for everyone. Furthermore it is important to recognise that each individual makes their own experience, through their own choices, and it is really up to the individual to maximise their

opportunities, rather than to blame others when things don't work out the way they might have wanted. Those who used their own initiative, were resourceful and internally possessed a willingness to make situations work, had the most worthwhile of experiences. Perhaps to do this an intern needs to move beyond, or above, the day-to-day action and spend some time as a spectator engaged in thinking about their actions so that a new level of consciousness exists which in turn facilitates good judgements or choices.

As different interns related their personal experiences it became clear that those who had established for themselves clear goals at the beginning of the year benefited by being able to maximise their experience.

> I enjoyed my internship year because I was able to have a role in a classroom and in the life of the school over the whole year (Clare intern, 1999).
>
> I gained invaluable experience and knowledge by working alongside experienced staff members (Bill, intern 1996).

Although there were many positive expectations about the program, as presented above, it would appear that some interns also had some misgivings about the program as highlighted in the comments below.

> I worked as a part time teacher in one school and as an intern in another. This caused a lot of conflicts within me emotionally and I didn't handle it well. It was just too hard (Robert, Intern 1995).
>
> I didn't have any expectations about the program because I didn't know what it was about. There were unclear expectations by the mentor teacher and no flexibility in the placement: I had to stay in prep all year (Louise, intern 1995).

In stepping back and thinking through these negative perceptions I am perhaps too ready to respond by saying that these interns made choices. A choice was made by Robert to work as a part time teacher and to be involved as an intern in another school. Although he was legally able to do it, because of his initial three year degree, Robert, a fulltime student, discovered that working in two schools, as an intern and

as a part time teacher, was really not feasible, easy, or desirable. As described by Robert it was almost too hard and he suffered because of it. Louise on the other hand perhaps began on a sour note, because she was not placed where she wanted to be placed, and maybe maintained this attitude, to her own detriment, throughout the entire experience of her internship. Not knowing the expectations of the internship – and doing nothing about it, may have contributed to a negative disposition being maintained. Again choices were made and perhaps indicate unwillingness on her part to embrace systemic change promoted through the principles of adult learning, self managed leaning, personal responsibility and negotiation of work.

In asking this group of interns to identify the main benefits of the internship five of the six responded in a very positive way. The sixth intern did not respond to this question at all and one might assume that no benefits were apparent at all to this intern. What was most pleasing to note from the group of interns who responded was the clear focus placed by each one of them on the students they had partly in their care. Each of the five interns, in slightly different ways, all expressed the value in spending a prolonged amount of time with students, getting to know them and working out the learning needs of individual students. The following comment by Elizabeth summarises this understanding.

> I learnt how to deal with the different needs of different children and saw firsthand the development of children over an entire year. I enjoyed working with these children, seeing them change and handling all the different issues that arose (Elizabeth, intern 1998).

This intern group was also asked for comments and suggestions about how the internship program might be improved for future years. The overwhelming response from all interns centred around the need for more interaction with university lecturers, in particular, and more support from the university in general. [These students were all Distance Education Students, completing a fourth year BEd. They had no on-campus classes but were to be supported in their Professional Development Schools with weekly visits by their liaison lecturer]. Although a component of the internship program was regular school contact by liaison lecturers

it would seem that this happened in a haphazard way as indicated in the comments presented below.

> We needed more regular contact with the uni and needed to know when they were going to turn up. Could go many weeks without any contact at all. We wanted personal contact to support us with our personal or professional problems. Emails are not the same as face-to-face contact. We couldn't count on our lecturers Margaret and Catherine showing up. This made it difficult when we need advice about our project. We often didn't know if the work we were doing would be sufficient for us to pass. Lecturers also needed to be consistent with the advice they gave us. One would say one thing and another would say it wasn't good enough (Elizabeth, intern 1998).

Although the interns relied on regular support from the university, and this support was a stated component of the program, all these interns were under the direct supervision of an experienced mentor teacher who eventually signed them off as ready to take on full time teaching. However, it is apparent, and clearly stated, that as students they perceived a lack of the anticipated support. They almost wanted to be 'inspected' by the university, which was contrary to the spirit of the school-based program, which was in fact attempting to devolve responsibly to the mentor teacher.

The issue of placement also arose as an area that needed to be reconsidered in future planning. Louise who was never happy with her placement had this to say.

> The area of placement for the interns should not be limited to a few schools close to the university. Greater flexibility is needed (Louise, intern 1995).

Although Louise had wanted to be to be two hours away from the university in a school of her choice, in her hometown, she also wanted personal face-to-face contact regularly with the liaison lecturer. To me it would seem that Louise wanted everything her way and couldn't see beyond herself. It is not always possible to match the needs of an individual, with the needs of the organization and / or other involved individuals. Perhaps Louise never really thought through what she really

wanted, could reasonably expect from the organization, or from other involved individuals. It would also seem that Robert had a similar inability to grasp the wider implications of what he personally expressed as desirable and achievable, especially in light of the fact that as an intern he had negotiated his own role and work. Perhaps neither of them could lift their consciousness above themselves to see others, the ecosystem of education, or the systemic changes being promoted.

> We need more time in a school so that you become part of the school community, go to staff meetings, go to curriculum meetings, go to unit meetings and see how the entire school operates (Robert, Intern 1995).

Indeed what Robert has expressed is desirable but he was the intern that worked in two different schools during his internship year and found the entire year, although rewarding, very hard on him personally. Because of his involvement in two schools he didn't have the time to become part of either school's community.

Another intern suggested, "all interns need to undergo a basic counselling course" (Elizabeth, intern 1998). Elizabeth perhaps made this comment because she recognised that a substantial amount of teacher's work, in today's society, is dealing with the social issues of the students. Earlier in this discussion she also stated that teachers are nowadays a caregiver as well as a teacher.

Perhaps this is indicating a need for the introduction of social welfare programs into university teacher education courses. It also presents a challenge to faculties of education to address the counselling needs of its interns / students.

Throughout this part of the analysis of the data I have attempted to present my interpretative perception, i.e. the meaning, or consciousness landscape in italics. The consciousness emerging is not just mine, but that of the interns as well, as they have reflected back on their experience with hindsight and have revealed the new consciousness about their experiences of their internship year. I have attempted to present in their own words what they said in the questionnaires, the interviews and in the vignettes. The following points summarize and emphasise the themes of self, others, the ecosystem and systemic change.

- *Capable teachers are patient, reliable, flexible and organised*
- *Teaching is about relationships at a variety of levels*

- *Teachers need to be able to work with the individual differences of others, especially their students*
- *The internship program concept is valuable because it ensures face-to-face contact with schools, real students and presents the reality of teaching.*
- *Teachers have a professional responsibility to continue with their ongoing development as a teacher*
- *All teachers need skills in counselling in order to be able to handle the specific social problems of this age*

INTERN GROUP OF 2001

Between August and October of 2001, the intern group were invited to participate by sharing their thoughts about the 2001 internship program. Of the fifty interns who were invited to participate thirty-eight interns, (76%) chose to be involved in the data gathering procedures - thirty-two primary interns and six secondary interns. The data gathering process consisted of both survey and interviews. Some interns also chose to forward vignettes. The survey was administered as part of a debriefing session conducted at the August seminar day for 2001. All present participated freely with those missing from the seminar day being followed up with a mailed 'survey package' consisting of a letter of invitation, an explanatory statement, and the 2001 Intern Survey. Five of the six secondary interns, who were not present at the seminar day, mailed their surveys.

It is my intention in this next section to briefly present a descriptive interpretation of the two surveys. This analysis will then be further discussed in light of the information received through the interviews and the vignettes.

Analyses of Survey Responses – 2001 Intern Survey

Twelve questions were presented in this survey providing a structured opportunity for the interns to reflect back to the beginning of their Internship and to share their understandings of their entire year. The interns were also encouraged to write additional notes, or to meet with me for a one to one, or a group interview. A number of interns took up this offer.

In developing the instrument I identified six key areas that I considered important as essential understanding for the interns and formed the foundation of the

internship. The following table (table 1) presents the primary intern group level of understanding in these six key areas presented using the framework of self, others, ecosystem and systemic change.

Table 1. Level of Understanding of the following

Self

	The manner in which I would be supervised.	
Very Vague	1/32	3%
Vague	9/32	28%
Neutral	11/32	34%
Clear	8/32	25%
Very Clear	3/32	9%

Self

	The manner in which I was to be assessed.	
Very Vague	3/32	9%
Vague	11/32	34%
Neutral	7/32	22%
Clear	10/32	31%
Very Clear	1/32	3%

The Ecosystem

	The learning context into which I was entering.	
Very Vague	2/32	6%
Vague	7/32	22%
Neutral	17/32	53%
Clear	5/32	16%
Very Clear	1/32	3%

Systemic Change

	The purpose of the internship.	
Very Vague	2/32	6%
Vague	5/32	16%
Neutral	9/32	28%
Clear	10/32	31%
Very Clear	6/32	19%

Systemic Change

	The goals of the internship.	
Very Vague	0/32	0%
Vague	5/32	16%
Neutral	11/32	34%
Clear	14/32	44%
Very Clear	2/32	6%

Systemic Change

	The purpose of the CMC network.	
Very Vague	3/32	9%
Vague	2/32	6%
Neutral	6/32	19%
Clear	14/32	44%
Very Clear	7/32	22%

It is interesting to note that fifty percent (50%) were clear, or very clear, about the purpose of the Internship. However this table also indicates that twenty-two percent (22 %) of those involved expressed the perception that they did not understand what the internship program was about as they began the year. Almost a third were neutral in their response. A similar pattern emerges when looking at the response to their understanding of the goals of the internship. Although more interns were neutral there were only sixteen percent (16%) who perceived they were vague about the goals of the internship.

Of some concern is the perceived lack of understanding, at the beginning of the internship, about the Learning Context. Twenty-eight percent (28%) claim that they did not understand the Learning Context and fifty three percent (53%) responded with a neutral response. However, the Learning Context is strongly acknowledged and clearly understood when considered in light of a follow up question that focused on significant learning during the internship.

The purpose of the Computer Mediated Communication (CMC) network was for the most part, sixty eight percent (68%), clearly understood. Only fifteen percent (15%) were vague about it and approximately twenty percent (20%) were neutral in their response.

At the start of the program a high percentage of the total group, forty three percent (43%) were vague about how they were to be assessed. A further twenty two percent (22%) were neutral in their response. Only a third of the group perceived that they understood how they were to be assessed. The primary interns were in some doubt because those schools who had in previous years hosted interns of the old program kept on referring to 'The Project' which was no longer an assessment component in the new program. The mixed messages, focused on assessment, created problems that were also highlighted in the interviews with the mentor teachers and the interns.

The method of supervision was also a problem to some interns who continued to expect to be supervised in the traditional method through a visit by a university lecturer. Early in the program all interns were advised that this would not be occurring and the Professional Development Schools (PDSs) would be responsible for supervision of the interns. As indicated above, some thirty-one percent (31%) were vague and only thirty-four percent (34%) indicating that they understood. A further third made a neutral response.

The following table (table 2) presents the secondary intern group level of understanding in these six key areas. The secondary group has been separated from the primary group for this survey because they were, as a secondary cohort of students, completing an internship for the first time. [Prior to 2001, all students in the secondary program were placed in schools for two block placements consisting of

twenty-five days each]. It was anticipated that there would be differences in responses between the two groups.

Table 2. Level of Understanding of the following

Self

	The manner in which I was to be assessed.	
Very Vague	2/6	33%
Vague	1/6	17%
Neutral	2/6	33%
Clear	1/6	17%
Very Clear	0/6	0%

Self

	The manner in which I would be supervised.	
Very Vague	0/6	0%
Vague	0/6	0%
Neutral	3/6	50%
Clear	3/6	50%
Very Clear	0/6	0%

Ecosystem

	The learning context into which I was entering.	
Very Vague	1/6	17%
Vague	1/6	17%
Neutral	1/6	17%
Clear	3/6	50%
Very Clear	0/6	0%

Systemic Change

	The purpose of the CMC network.	
Very Vague	2/6	33%
Vague	1/6	17%
Neutral	2/6	33%
Clear	1/6	17%
Very Clear	0/6	0%

Systemic Change

	The goals of the internship.	
Very Vague	0/6	0%
Vague	2/6	33%
Neutral	0/6	0%
Clear	4/6	67%
Very Clear	0/6	0%

Systemic Change

	The purpose of the internship.	
Very Vague	0/6	0%
Vague	2/6	33%
Neutral	0/6	0%
Clear	3/6	50%
Very Clear	1/6	17%

The six secondary interns who returned responses to the 2001 survey appear to be clear about both the purpose and the goals of the internship, i.e. the systemic changes in field placement for fourth year pre service teachers. Four (4) of the group of the group had a good understanding of its purpose and its goals. No neutral responses were received.

As with the primary interns the learning context seemed to present a difficulty, or was not understood by the secondary interns. Only three (3) were clear in their understanding and the other half were vague or neutral in their response.

Unlike the primary interns the secondary group appeared to lack an understanding about the FirstClass CMC network. Only one (1) intern indicated an understanding of the purpose of the network. The remaining five (5) were neutral in

their response or vague about the network. As will be further developed later in this document the secondary intern group also made very little use of the CMC network.

A further area of considerable confusion for the secondary interns was an acknowledged lack of understanding about the manner in which they were to be assessed. Only one (1) intern indicated that they understood how they were to be assessed. The remaining five (5) were either neutral or vague. Part of the possible reason for this is the fact that the secondary interns did not receive assessment advice until their distance education study materials were delivered for their Teaching Methods in middle to late February. They were based in schools and were very frustrated, as indicated at the first seminar day, because they had no clear knowledge of how they were to be assessed in their Teaching Method. This point is also further developed later in this discussion. Only three (3) in the group indicated that they were clear about how they were going to be supervised in schools. The other three (3) were neutral in their response.

This is a little alarming because at the first seminar day for 2001, attended by all the interns, they were informed that lecturers would not be making school visits and that their supervision was in the hands of the mentor teachers. The attempt to shift the focus from supervision to mentoring would seem to be misunderstood, perhaps because of a lack of clarity.

Importance of learning in eleven key areas

A further eleven areas were considered to be important for the interns to learn about during their internship year. The areas presented below in Table 3 have been organised into the four major themes; Self, others, ecosystem and systemic change. The interns were asked to respond in such a way as to indicate their recognition of the importance of each of these areas to them as they progressed through the year.

During the internship the majority of interns, as indicated below in Table 3, clearly recognised the importance of learning in the eleven key areas. Only three in the group of thirty-two interns indicated that they placed only a little importance on the use of the CMC network. All other areas were clearly seen as important areas of learning.

Table 3. Importance of Learning about the following key areas (primary)

	SELF				SELF	
	Yourself as teacher				You as adult learner	
Not important	0/32	0%		Not important	0/32	0%
A little important	0/32	0%		A little important	0/32	0%
Neutral	1/32	3%		Neutral	7/32	22%
Important	8/32	25%		Important	10/32	31%
Very important	23/32	71%		Very important	15/32	47%

	OTHERS				OTHERS	
	Students in your care				Teachers' work	
Not important	0/32	0%		Not important	0/32	0%
A little important	0/32	0%		A little important	0/32	0%
Neutral	1/32	3%		Neutral	2/32	6%
Important	6/32	19%		Important	7/32	22%
Very important	25/32	78%		Very important	23/32	71%

	ECOSYSTEM				ECOSYSTEM	
	School life.				Curriculum Develop	
Not important	0/32	0%		Not important	0/32	0%
A little important	0/32	0%		A little important	0/32	0%
Neutral	3/32	9%		Neutral	2/32	6%
Important	11/32	34%		Important	9/32	28%
Very important	18/32	56%		Very important	21/32	66%

	ECOSYSTEM				ECOSYSTEM	
	Planning for teaching				Manage Classroom	
Not important	1/32	3%		Not important	1/32	3%
A little important	0/32	0%		A little important	0/32	0%
Neutral	1/32	3%		Neutral	2/32	6%
Important	4/32	13%		Important	4/32	13%
Very important	25/32	78%		Very important	25/32	78%

	ECOSYSTEM					
	The impact school community					
Not important	0/32	0%				
A little important	0/32	0%				
Neutral	4/32	13%				
Important	9/32	28%				
Very important	19/32	59%				

	SYSTEMIC CHANGE				SYSTEMIC CHANGE	
	The CMC network				The use of ICT	
Not important	0/32	0%		Not important	0/32	0%
A little important	3/32	9%		A little important	1/32	3%
Neutral	9/32	28%		Neutral	6/32	19%
Important	17/32	53%		Important	12/32	38%
Very important	3/32	9%		Very important	13/32	41%

The picture presented by the secondary interns, although only a small group of six interns, was similar in all areas except those shown in Table 4 below. These four areas were highlighted as very different from the primary interns; curriculum development, perceiving ones self as an adult learner, the use of ICT in teaching and learning and the purpose of the CMC network.

Table 4. Importance of Leaning about the following key areas (secondary)

SELF

	You as an adult learner.	
Not important	0/6	0%
A little important	2/6	33%
Neutral	2/6	33%
Important	0/6	0%
Very important	2/6	33%

ECOSYSTEM

	Curriculum development.	
Not important	0/6	0%
A little important	0/6	0%
Neutral	3/6	50%
Important	0/6	0%
Very important	3/6	50%

SYSTEMIC CHANGE

	The CMC network	
Not important	1/6	17%
A little important	3/6	50%
Neutral	0/6	0%
Important	1/6	17%
Very important	1/6	17%

SYSTEMIC CHANGE

	The use of ICT.	
Not important	1/6	17%
A little important	1/6	17%
Neutral	2/6	33%
Important	0/6	0%
Very important	2/6	33%

It is of interest to note that three (3) secondary interns were neutral in their response when asked to indicate their recognition of the importance of curriculum development. The other three (3) in this group saw curriculum development as very important. It is also interesting to note that only two (2) of the six interns recognised it as very important to see themselves as an adult learner. Two (2) interns made no response at all to this question and two (2) saw being an adult learner as being of only a little importance. This is very different from the primary interns who mostly all, twenty-five (25) of the thirty-two (32) interns recognised it as important. In the secondary intern group, four (4) of the six (6) indicated that that they placed little or no importance on the FirstClass network. The secondary interns also seemed to have failed to recognise the importance of ICT. Two (2) saw little or no importance in ICT. Two (2) were neutral and the remaining two (2) saw ICT as very important.

Use of the CMC FirstClass network

The CMC network was established to provide a communication and resource-sharing network and to facilitate support for the interns in the PDS. As indicated below in the Table 5, thirty four percent (34%) of the primary interns never used the network at all. A further thirty one percent (31%) used the network only once or twice. Seven primary interns indicated that they used the network on a monthly basis. Part of the reason for this low level of use, as discussed earlier in this account, can be attributed to the fact that the network would not operate within the Virtual Private network of VicOne that operated in all DEET schools. This was corrected in July 2001 in the DEET schools. Therefore, for the most part, use of the CMC network became restricted to home and university usage.

Table 5. Use of the CMC (FirstClass) network (Primary Interns)

Never	11/32	34%
Once or twice	10/32	31%
Monthly	7/32	22%
Weekly	3/32	9%
Daily	1/32	3%

The pattern presented in the Table 6 below indicates a similar lack of use by the secondary interns. Fifty percent (50%) never ever used the network at all and thirty-three percent (33%) used it once or twice. Only one intern used it monthly and no secondary interns used it weekly or daily

Table 6. Use of the CMC (FirstClass) network (Secondary Interns)

Never	3/6	50%
Once or Twice	2/6	33%
Monthly	1/6	17%
Weekly	0/6	0%
Daily	0/6	0%

Recognition by the primary interns of their capability as a teacher

In Table 7 below a number of areas of teacher capability (Cairns, 2001) have been identified. A perception is presented about how the primary interns see themselves at the end of their internship year. The high level of agreement in the perception of themselves as capable teachers is reassuring and one would hope that it is a realistic appraisal. It is of interest to note the areas in which the interns perceive their

strongest agreement. These areas being flexibility and adaptability; ability to plan collaboratively; personal skills, knowledge and attitudes; a personal set of professional values; a high level of self-efficacy and, place a high value on life long learning. However, it is with some concern that we note that there is a pattern indicating a lack of capability in the area of literacy in ICT for teaching and learning.

Table 7. Concept of a Capable Teacher (primary)

I consider myself to be a capable teacher	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
I am a flexible and adaptable teacher	0	0	1	15	16
I am able to plan collaboratively	0	0	4	17	11
I am literate in the use of ICT for Teaching and Learning	0	2	9	17	4
I recognise my personal skills, knowledge and attitudes	0	0	2	18	12
I have a strong set of professional values	0	0	1	15	16
I have a high level of self-efficacy	0	0	5	13	14
I strongly value life long learning Total N= 32	0	0	1	7	24

Recognition by the secondary interns of their capability as a teacher

Table 8. Concept of a Capable Teacher (secondary)

I consider myself to be a capable teacher	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
I am a flexible and adaptable teacher	0	1/6	0	2/6	3/6
I am able to plan collaboratively	0	1/6	1/6	1/6	3/6
I am literate in the use of ICT for Teaching and Learning	0	2/6	2/6	2/6	0
I recognise my personal skills, knowledge and attitudes	0	1/6	1/6	3/6	1/6
I have a strong set of professional values	0	1/6	0	0	5/6
I have a high level of self-efficacy	1/6	0	0	3/6	2/6
I strongly value life long learning Total N=6	0	0	1/6	0	5/6

The very small secondary cohort of interns (N=6), as shown in Table 8 above presents a different picture to that of the primary interns. The secondary interns present a high level of agreement in the areas of flexibility and adaptability; a personal set of professional values, a high level of self-efficacy and, place a high value on life long learning. However, it appears that they do not place a high value on planning collaboratively; literacy in the use of ICT for teaching and learning, or recognise their personal skills, knowledge and attitudes.

So what do these surveys as a whole indicate, or what can be gained from examining the responses made by the interns to these questions presented in the questionnaire. Firstly, the interns are clearly stating that they perceived a lack of communication about the specific details of the internship, i.e. both primary and secondary interns did not consider that the guidelines provided were clear enough, especially in the key areas of assessment and supervision. The primary interns seem to have a good grasp, or understanding of the importance of all eleven identified, important learning areas. However, the secondary interns did not have the same understanding as the primary interns in respect to seeing themselves as adult learners, involved in curriculum development, using ICT in schooling and making use of the CMC network. Perhaps this suggests that the culture in secondary schools does not promote the recognition of student teachers (interns) as adult learners. Further to this there is perhaps little room given in secondary schools for curriculum development within a culture of a set body of knowledge to be communicated at all cost. Perhaps ICT is not integrated into the classroom of secondary schools and as such there was little opportunity or need to use the CMC network. The indications are that neither the primary nor the secondary interns made extensive or regular use of the CMC network. Perhaps because the interns found the network to be non-operational when they attempted to use it, or, because they had no need use it, can be attributed as causes for the lack of use of the network. Both the primary and the secondary intern groups appear to have achieved a high level of understanding about their concept of themselves as a capable teacher.

2001 Interviews/ Vignettes

It is my intention in this next section to relate the internship experience stories of a number of interns. These stories are retold using the voices of the interns themselves.

*These stories will be followed up with further comments made by the interns when asked some questions about their internship experience. For the most part the interns are focused clearly on **self** because they are the centre of their internship. However, in a number of instances, the interns recognise the important contribution of their mentor teachers, as **others**, and the importance of the supportive **ecosystem** of the school environment. There is also an emerging understanding, or recognition of the significance of the **systemic changes** being implemented.*

It seems highly likely that some very valuable learning occurs when those engaged in pre-service teacher education are given the opportunity to work along side experienced teachers, negotiate their work and recognise for themselves the type of teacher they want to be. Margaret makes this clear in her summative vignette.

> I wanted this year to be the year in which I proved to myself that I could be a great teacher. I now know that in time I will be and that I have taken away with me from this internship valuable knowledge that could only be gained through watching, listening and observing how teachers operate in real life. (Margaret, intern 2001).

Margaret is articulating in this statement that working with experienced teachers, over a period of time, in real life teaching encounters, as an equal, is invaluable and has helped her to form her personal identity as a teacher. She also acknowledges the importance of **others** in her personal development. Catherine also indicates the dynamic nature and importance of relationships as she describes her developmental understanding of the role of teacher, i.e. her teacher identity, in the following way

> Throughout the year many of my ideas have been challenged, changed and developed. As relationships have developed with students, teachers, fellow interns and parents the role of the teacher has become clearer (Catherine, intern 2001).

Susan also supports this gradual developmental understanding of the role of teacher, which in the following statement is focused on herself.

> I think that I have come a long way in terms of my teaching experience and I am now, at the end of the year finding that I am frustrated being in someone else's grade because I just want to be out there and have my own [grade].... I liked being treated as more like an 'actual teacher' rather than as a student teacher on teaching rounds (Susan, intern 2001).

The interns, in the above statements, have conveyed their emerging understanding of the concept of teacher identify. They have come to realise that their identity as a teacher is gradually formed and that it is never fully formed, or complete. They clearly make the point that a teacher's identity becomes established through thinking, experience and perhaps most importantly through relationships. This understanding is further developed in the following internship stories of one primary intern and two secondary interns.

Patricia – primary intern 2001

Patricia is a mature age student, a single mother in her early thirties and very committed to her chosen career. Perhaps it is because she is a mature age student and she has had many opportunities to reflect about her life, that, she has been able to objectify and externalise the need to focus on more than just one's self.

> I think it is obvious that you have to have understanding of your curriculum base and all that sort of stuff but at the end of the day if you are not a real person for the children there is no point in your being there really. To be a capable teacher you need to be able to journey with your children. You can't be someone who stands there and tells him or her that this is how you do it and this is how I'm going to teach you. You need to walk with them. (Patricia, intern 2001).

Patricia is emphasising a key aspect of teaching, which is relationships. In fact Patricia believes that a person cannot be a teacher, or teach, until relationships have been formed with the children and with the school staff.

> Initially, I think you have to be able to build relationships with the staff and the school before they can allow you to behave as a teacher. Only one day a week, or a three-week block placement, is not enough for them to build a relationship. Its more that they don't allow you to teach until they feel as though they can trust you and they have seen you working and they have built a bit of knowledge as to where your basis of teaching comes from. For the first part of the year there was lots of watching, and being a part of everything else, but it has not been until now that we have done what I call good teaching (Patricia, intern 2001).

Patricia in making an important point about relationships and establishing rapport over a period of time, but is also highlighting another key aspect of an internship model of field placement. There are steps or stages within an internship and a series of adjustments that need to be made as the year progresses. Some parts don't seem to be able to precede other parts. She identified the first stage above as an orientation phase into both the formation of relationships and the establishment of a teacher. Patricia also articulated the second stage highlighted by competent 'good teaching' and an identifiable contribution being made back to the school. Perhaps the third stage, as noted by Patricia, comes very quickly. "I think the wind down stage comes suddenly. I'm coming back next term [term 4] to do a couple of extra days but at the end of the day the end comes too quickly" (Patricia 2001). Patricia has also highlighted this stage in her statement above. She makes the point when talking about her frustration as the year has drawn to a close and she has the need to, and the belief that she can, run her own class. This third stage might be considered as the wind- down and completion stage

Patricia has successfully highlighted all four key elements in the story presented above about her internship year. She recognises her personal growth but sees this in relationship to other people especially the children and the staff of the school. She recognises the significance of the ecosystem of the school and has been

successful in articulating the stages of the internship that in turn emphasises systemic change.

Debbie – secondary intern 2001

Debbie a mature age mother of two school age children was placed, with three other interns, in a very large secondary school where she found it difficult to find a sense of belonging. Debbie relates that she had read a phrase from the intern folder and had decided to make it her own for the year. "To involve yourself in the life of the school" (Faculty of Education, 2001). Debbie did just that and in doing so felt that she came to understand what it was to be a teacher. She even altered her university timetable, when she was able to, so that she could devote every morning, and two full days, to her work in the school. Her constant contact made a big difference to her knowledge and involvement in school life. Through attending staff briefing sessions every morning and being 'in touch" with the school Debbie came to realise that there are in fact many more expectations placed on teachers besides just teaching in the classroom, or being in front of the children.

> I see teachers out there doing yard duty, I see teachers being involved in detention, I see teachers writing up their behaviour sheets, I see teachers logging onto the Internet. I see teachers having to attend staff meetings, faculty meetings and catching up with parents, ringing parents and just letting them know what their children are doing, or not doing more which is more to the point and just the whole gambit of what it is like to be a teacher. You can't see all this stuff in a four-week block (Debbie, Intern 2001).

Debbie perceived that teachers should be very flexible and be willing to change with the demands that are made upon them by the teaching profession. She also strongly believed that teachers needed to be open-minded about the variety of ways to teach today's children.

> **Debbie**: "They live in a very different environment from the one that we were educated and I think teachers must be really open minded about that and

be willing to challenge themselves by taking on the development of their own education so that they are better able to meet the needs of the children in today's schools"

Michael: "So you are really talking about life long learning".

Debbie: "Absolutely, it needs to be a life long learning process. That's what I have been doing. I'm now in my mid life and that's what I have found. I have always enjoyed the challenge of learning new things and this is my second, or maybe third career, and I just find you need to be able to do that to be a better and well-rounded person. Then you can give more to the children that you teach (Debbie, intern 2001).

Debbie presents as a very open person who, through reflection, has come to recognise the importance of having an open 'worldview'. She recognises the intrinsic need for teachers to continually renew themselves and believes that without this renewal teachers will not be able to offer that which is needed by their students. Debbie is the kind of person who embraces change with an open mind and recognises that because the world is now different teaching also needs to be conducted differently. Debbie could well be described as one of those exceptional people and exceptional students who fully appreciate the power and the need for strong personal relationships between teachers and students and does something about it.

Teachers need the ability to develop a personal relationship with students, and they're not just students. They are people and you [as a teacher] can have a huge impact on their life (Debbie, intern 2001).

Debbie had a successful internship year in spite of a large staff that for the most part had little time for her. Her success came about because she made sure that the goals that she had set for herself were achieved. She was proactive and responsible for her own learning and didn't blame others when things were not working out as she may have wanted them to. When she was not provided with photocopy access - and

needed it, she was pushy enough to demand it. When she was not provided with a desk, workspace or a pigeon-hole, she kept on making the necessary noises until she was given what she needed. These things, especially in a secondary school, are important because they engender a sense of belonging and should be provided automatically by the schools that wish to be involved in the program.

Debbie presents herself, as a person willing to put in extra because she recognised through her thinking that she, as a teacher, has an enormous impact on the students in her care. She made good choices and set realistic goals for herself because she was able to see beyond herself and her individual actions. Because of this her consciousness wasn't just focused on her needs but the needs of others within the ecosystem. However, to meet the needs of others she also needed some of her needs met. She was proactive in ensuring that this occurred.

William – secondary intern 2001

William is a mature age male who has already worked a number of careers. He chose teacher education, with a major in Sport and Outdoor Education, because he believes that now he recognises that this is where he wants to work. In completing his internship in a rural secondary school he had a primary goal of finishing the year with a job in hand. He achieved this personal goal.

William seems to have formed the belief that secondary schools have not yet caught up with the changes that have occurred in society. He sees a lack of discipline as the biggest issue facing formal schooling and teachers today. He makes this claim founded on his understanding that unless a relationship exists between the pupil and the teacher then the pupil will not be able to be disciplined or engage in learning activities.

> The school system is half the problem because it is not catching up or keeping up with kids needs. The school system is teaching the way it did 20 years ago and they now have kids who don't want to be there, don't want to be learning and you [as a teacher] have to try and occupy those kids, keep them contented, otherwise they are going to disrupt classes and you have behavioural problems (William, intern 2001).

What William appears to be highlighting in this statement is what he sees as a failure by schools to embrace the changes that have taken place in society at large. His experience is telling him that the kids needs are not being meet because of this 'out of balance' ecosystem. William doesn't think that this problem will go away and that the only solutions he can see are the development of positive teacher-pupil relationships, based on mutual respect and extra curricula activities that meet the needs of the secondary school pupils. William clearly expressed his concern that schools needed to be re-structured if they were to be successful in today's very different society.

> It's a different social structure these days. The kids are growing up without fathers and they have little discipline. Many have no guidance from home. I think that the influence of church groups and religion isn't as strong these days. Kids are fairly lost if they don't have a good structure at home and the churches don't pick up the pieces anymore. They are not going to mature and grow up unless you [teachers] can build relationships with them (William, intern 2001).

William certainly felt that his internship year had provided for him the opportunity to experience in some depth school life, as it exists. He recognised personal growth in himself but he also recognised the need for strong interpersonal and intrapersonal relationships within the whole school community. He was pleased by the way the school welcomed him and enabled him to become part of the school community.

> When I went to the school I was introduced, as a teacher and that I would be there two days a week, as a teacher. This was the first time that I had heard that in four years. I was given all the privileges of a teacher; photocopy cards, keys to the building, my own workstation and computer Internet access (William, intern 2001).

William felt that these things helped to give him a sense identity as a teacher and a sense of belonging and had occurred because there was a long-term commitment to

the school for the entire year of the internship. William made many very positive comments about the entire internship concept and he felt that he gained so much from the year because he was willing to put in. He also acknowledged that he put in because he recognised the importance of making a good impression of the school. A good impression would assist him in getting a job and that was his primary goal. William felt that on campus support was desirable for all secondary interns and that a similar mentoring seminar program, just for the secondary interns, should be introduced.

The three internship stories related above convey an understanding of the individual experiences of each of these interns. Many of their experiences are initially about 'self' but this gradually moves to the recognition of the importance of 'others' and the 'ecosystem' that surrounds them. These are not complete stories but I believe that they do provide an overview of the experiences lived and highlight some key events and learnings in their personal and professional journey. These four interns are unique human beings, each with their own life experiences, personal background, knowledge, skills and attitudes. Because of this, and the unique experiences encountered in their Professional Development School, there can be no two experiences that are the same. They have worked and lived their internship year in different schools, working with different people in different cultures and with different socio-economic groups of students. However, what each of them has been engaged in, almost unknowingly, or away from their consciousness, is systemic change. The small changes in them, and through them, and the changes to the schools, as a result of their presence will remain both in the school, in the students, and within them always. The changes to the parts change the whole.

I also believe that there can be some common threads that tell of the group experience, or present an understanding of the actions of a group of interns. To do this I return once again to the landscape of action as described by White (1998) "constituted by the experiences of events that are linked together in sequences through time and according to specific plots"(White, 1998, p. 31) It is this first landscape that presents the processes and occasions of change and learning, the description of events and the experiences encountered by the interns themselves within their particular situations or environments.

Some further experiences of the 2001 Intern Group

Both the primary and the secondary interns indicated that they considered similar attributes to be important hallmarks of a capable teacher in the 21st Century. These attributes can be considered as the ways of acting, or the actions of, capable teachers. As already expressed by the 1995-2000 group of interns the 2001 group also indicated that the ability to build relationships was the first and most essential attribute of a capable teacher. Relationships established through, and with good communication skills, was highlighted as vital. A teacher has to be able to communicate effectively with a whole range of different people - pupils, staff, and the wider school community. This intern group of 2001 also emphasised their growing awareness that the social world was undergoing rapid change making social welfare an increasingly important work for teachers. Flexibility was seen as essential, coupled with a willingness to be pro-active in one's own right. Being flexible enables one to deal to deal with change. You don't need to know everything but you do need to know how to access what you need to know. Two interns identified technology as being an area where much was being asked of today's teachers.

> Teachers need a deeper knowledge of it and have a willingness to try and understand it. A lot of teachers feel that they are not confident enough to use it in the classroom and don't (Jill, intern 2001).
>
> You need to be aware of your strengths and weakness in technology - not as a negative, but as a way to look at yourself and say. "Ok, I probably need to do a bit of work here in ICT" (John, intern 2001).

The 2001 group also acknowledged that today's teachers should be aware of, and be able to use, a wide range of classroom management strategies in order to deal with the increase in problem children. A capable teacher was also identified as one who is able to facilitate learning rather than direct it and be able to adjust the curriculum to a changing clientele. Finally teachers were described as people who needed to be reflective persons and 'the care for the kids' has to be their number one priority.

When I asked the interns to convey their perception of what they thought the internship was about I was not surprised to find that each of them had their own story. These stories, some of which have already been presented, are all unique and appear to be very dependent on the personality of the individual interns and the circumstances in which they found themselves. However, once again we can find some common threads presented by the primary and the secondary interns.

Perhaps the most overwhelming experience for the interns was the perceived lack of direction provided by the university. The interns felt that there was insufficient information presented to them or to the schools.

> In the past we had been given a lot of direction and we got used to thinking that we knew what we were doing, but we didn't and we had to work it out. Once we changed our mindset and realized that for us to get something out of the internship we had to make it happen. We had to negotiate our role (John, intern 2001).
>
> Everything was very vague at the beginning. There was no structure and we received conflicting advice that resulted in even more confusion (Kim, 2001).
>
> When we turned up on the first day we didn't exactly know what to tell our mentors. The mentors weren't sure either. We basically spent the first term figuring it out amongst ourselves (Jason, intern 2001).

This message, of a lack of direction and poor communication, was also highlighted in the responses to the survey. However, while these points could be viewed just in the negative there is also a very positive side to the experience, which has also been expressed by the interns. They came to the realization that they were responsible for the success of their internship year and that they had to make it work and make the most of it. They came to understand that this was a long - term experience, over a whole year and an opportunity was being provided for them to do things differently than in previous placements.

I think that they started to realise that to make this year work for them they had to negotiate their role and their work as adults. Perhaps also they started to

recognise that everything was no longer black and white and that if it was, the opportunities for growth, and options for personal negotiation, would not exist either. To recognise these elements time out and thinking was essential.

> We learnt how a classroom would be set and made operational at the beginning of the year and we had the opportunity to see the progression of students through the year (Bob, 2001).
>
> The internship left the door of growth open. We made choices and once I had established my role I developed both personally and professionally (John, intern 2001).

These interns are presenting their emerging understanding of their personal growth, which they see as becoming established in relationships to other people within the school system – an ecosystem. Certainly there were some interns whose goals or expectations were not met. Carol, in particular was one of them.

> **Carol:** I had high expectations but they were not met. It was my fault really. I didn't get on with the mentor teacher. You [meaning you, Michael] need to be more careful when you select the mentor teachers. You know I'm someone who needs someone – not checking on me but showing interest that I am getting what I want out of it [Internship]. I would have liked to have set-up a meeting each week - just to catch up. In terms of support I don't feel that my expectations have been met at all.
>
> **Michael:** whose role was it to make sure that those kind of needs were met? If you had expectations and you weren't communicating them to other people - then how could they possibly know about them?
>
> **Carol:** I think I did try certain ways to do it. In the end I just backed off and thought that if there is not a high level of interest in me then I am not going to push myself on people.

Michael: Was it up to your mentor to organise a meeting or could you just go up to her and say. I would like to sit down and talk about this?

Carol: I don't feel that I had a relationship that I could do that, cause I felt that I was a pain in the backside (Carol, intern 2001).

Perhaps Carol had high expectations of others but not of herself. She wanted others to select the right mentor for her and to set up regular meetings. Carol was not prepared, or able to do this herself. Carol felt that the solution was to regulate meetings between mentors and interns regardless of whether they were needed or not. [The school makes the decision about the selection of a mentor teacher for each intern. The only requirement that the university places on the school is that the selection of mentors should be conducted carefully, from experienced staff members, who understand the concept of mentoring]. Regular meetings are encouraged, but not mandated, between mentor teachers and interns. Perhaps they should have been stated as definite requirement of all mentor teachers. Mary also makes a strong point about the quality of the mentor teachers and the internship.

The internship only works if you have strong and supporting staff around you. I have not seen parent teacher interviews, I have not written reports, I have no desk and no computer access, I have not been to a staff meeting and I have made inquires about things that have never been answered (Mary, intern 2001)

Perhaps in Mary's case the fault does not lie entirely with the school, the mentor teacher or the internship model. Perhaps it was up to Mary to make some of these things occur, and part of her growth as a teacher was inhibited by her inability to take a proactive stance. It is often very easy to blame someone else for what is not happening within a particular ecosystem, but within this system Mary appears to be the one who didn't make things happen for her.

Despite some negatives the overwhelming and pervasive attitude towards the internship was very positive. A sample of positive comments is as follows:

> Being able to do what you want with your teaching. There is flexibility and room to negotiate. (Kim, intern 2001).
>
> It was good to have the time to prove yourself in a hands-on way, being treated as a teacher, being part of the staff and given responsibly (Anne, intern 2001).
>
> I liked working with a mentor teacher for the whole year and the gaining of hands-on experience of what would be expected of me as a full time classroom teacher. I also liked the structure of the program with the combination of two days in schools and two to three days a week at the university (John, intern 2001).

The interns were also asked how the program could be improved for future years. The improvements are summarised as follows:

- Maintain the two days a week but include two weeklong blocks. One early in the year and one later in the year
- More documentation for all stakeholders. Even when school principals attend briefing sessions there appears to be no guarantee that the information will be filtered down to those who need it
- All parties need to be willing to live with a certain level of uncertainty. Everything cannot and should not be regulated with rules and strict guidelines
- Clarify the role of the mentor and re-emphasise the selection criteria. Conduct training sessions on how to be a mentor
- Encourage regular school meetings between the coordinator mentors and the interns

Debbie makes the point that communication should be always seen as two-way and in particular the communication from the university should make clear what and why the interns are doing what they are doing in an internship model rather than in block placement model. Debbie also had this to say:

> The interns need to feel that they are really a part of the school for the year. They should be formally welcomed, given access to resources, provided with

professional development, provided with a desk and a pigeon-hole. In other words given a place to park and a place to belong (Debbie, intern 2001).

Some interesting observations came from Jill and Jason as their interview drew to a close.

This is fantastic Michael. This is the first time anybody has every come out and asked us how do you like your degree, or do you like any aspects of your degree and it is nice regardless of the fact that you are nearly at the end of it (Jill, intern 2001).

It's nice to know that we are really not on your own and there is someone out there who is interested in what we are doing (Jason, intern 2001).

And perhaps you will be able to use some of what we have to say to improve it - not make it perfect, but improve it (Jill, intern 2001).

All the way through this body of data four key elements emerge and are re presented in different ways time and time again. The picture is gradually emerging that the interns are initially very concerned with the ***self,*** *but as their journey continues they start to realise the significant importance of* ***others,*** *as they negotiate their journey, or role and work within the* ***ecosystem*** *of the school. All the various parts, or* ***systemic changes,*** *that they are consciously and unconsciously involved in begins to build a '****worldview****' that is open, flexible, caring and forever changing.*

INTERN GROUP OF 2002

The gradual emergence of these four elements along the journey of the research has proved to be invaluable for me in providing a framework for the organization of the data. To facilitate the management of the 2002 data these four main elements: self, others, ecosystem and systemic change, have again been applied as organisational markers, or signposts, along the journey.

In February 2002 and in October 2002, the intern group were invited to participate by sharing their perceptions about the 2002 internship program. I eventually made the decision not to use the February data in this study because the

initial intention - to conduct a quantitative comparative study of the data, gathered at the opening and at the close of the year - was not longer seen as a necessary part of the study and no longer fitted the chosen research method. The survey data used in this part of the study was gathered in October of 2002. Of the sixty interns who were invited to participate in the October survey, forty-two interns, (70%) chose to be involved in the data gathering procedure - twenty-four primary interns and eighteen secondary interns. The data gathering process consisted of both survey and interviews. Some interns also chose to present vignettes, either as a written open component of the survey, as they were invited to do so, or as a separate document. The surveys were administered during a debriefing session conducted at the September seminar day for 2002. All present were given the choice to be involved and those not present at the seminar day were followed up with a mailed 'survey package' consisting of the letter of invitation, an explanatory statement and the 2002 Intern Survey.

My intention in this next section is to briefly present a descriptive interpretation of the survey using a similar framework to that used for the 2001 data. This analysis will then be further discussed in light of the information received through the interviews and the vignettes.

Analyses of Survey Responses – 2002 Intern Survey

In a similar format, but revised outline to that of 2001, eleven questions were presented to the 2002 interns in a survey, which provided a structured opportunity for them to reflect back on their Internship year and to share their understandings. As already indicated the interns were also encouraged to write a small vignette to summarize their thoughts about the year and / or to meet with me for a one to one, or a group interview. Like the 2001 interns a number of the 2002 interns took up this offer. In a similar format to 2001 I developed a series of questions identifying ten key areas that I considered as essential understandings for the interns to have. I considered these areas to be important for the interns know about because I believed these areas formed the foundations of the internship. Table 9 below presents the 'level of understanding' from the primary intern group in these ten key areas.

Table 9. Level of understanding of the following (primary)

Self

	The manner in which I would be supervised.	
Little	0/24	0%
Some	0/24	0%
Neutral	2/24	8%
Clear	11/24	46%
Very clear	10/24	42%

Self

	The manner in which I was to be assessed.	
Little	0/24	0%
Some	0/24	0%
Neutral	2/24	8%
Clear	12/24	50%
Very clear	9/24	38%

Self

	The need for frequent and directed reflection	
Little	0/24	0%
Some	0/24	0%
Neutral	3/24	13%
Clear	6/24	25%
Very clear	14/24	58%

Self

	The purpose of maintaining your PDP	
Little	0/24	0%
Some	1/24	4%
Neutral	3/24	13%
Clear	7/24	29%
Very clear	12/24	50%

Systemic Change

	How you made use of the CMC Network	
Little	0/24	0%
Some	1/24	4%
Neutral	12/24	50%
Clear	5/24	21%
Very clear	5/24	21%

Systemic Change

	The purpose of the CMC network.	
Little	0/24	0%
Some	0/24	0%
Neutral	5/24	21%
Clear	8/24	33%
Very clear	10/24	42%

Systemic Change

	The purpose of the internship	
Little	0/24	0%
Some	0/24	0%
Neutral	1/24	4%
Clear	5/24	21%
Very clear	17/24	71%

Systemic Change

	Reflective mentoring in internship	
Little	0/24	0%
Some	0/24	0%
Neutral	3/24	13%
Clear	8/24	33%
Very clear	12/24	50%

Others

	Role of the mentor teacher	
Little	0/24	0%
Some	0/24	0%
Neutral	1/24	4%
Clear	8/24	33%
Very clear	14/24	58%

Others

	The role of the liaison lecturer	
Little	2/24	8%
Some	2/24	8%
Neutral	6/24	25%
Clear	8/24	33%
Very clear	5/24	21%

The primary interns for the most part, that is seventy five percent of them or more, indicate a clear or very clear understanding in the four areas focused on self. They knew how they were to be assessed, how they were to be supervised, the need for frequent reflection and understood the purpose in maintaining the PDP. The two

areas that can be identified as focused on others, the role of the mentor teacher and the role of the liaison lecturer present a different picture. The interns were very clear about the role of the mentor teacher but only half claim to have understood the role of the liaison lecturer. This is a concern that will be addressed in a later part of this discussion. The interns also indicate that they had a clear understanding in three of the four areas focused on systemic change, the purpose of the internship, reflective mentoring and the purpose of the CMC network. Less than half of the group, forty two percent (42%) indicated that they had a clear understanding, retrospectively, of their use of the CMC. This perhaps indicates that even though seventy five percent (75%) of the interns knew the purpose of the network only forty two percent (42%) perceive that they made good use of it.

The response from the 2002 secondary intern group (N=18) was more substantial and representative than the 2001 secondary intern group (N=6). Many of these interns also forwarded vignettes when they returned their response in the mail. This was an encouraging response because eighteen (18) out of twenty-seven (27) interns returned their survey by mail, i.e. two thirds of the group. Eight (8) secondary interns, almost one third of the group, made time to participate in a one to one interview with me.

As has already been indicated with the primary group, who received the same survey, eleven questions were presented to the secondary interns providing them with a structured opportunity to reflect back on their Internship year and to share their understandings. The interns were asked to respond to a series of questions in ten key areas that I have further re-organised into the four key elements. Presented in Table 10 below is the secondary intern group level of understanding in these areas.

The secondary intern group presents only a slightly different picture to that of the primary interns in many of the ten areas. In the focus area of self more than two thirds of them, i.e. sixty six percent (66%) or better had a clear, or very clear understanding of the need for frequent reflection, the manner in which they were assessed and the manner that they were to be supervised. However, through no fault of their own, many had little idea about the PDP. [The PDP was an assessment requirement of the primary interns and was not a requirement of the secondary interns].

Table 10. Level of understanding of the following (secondary)

Self

	The manner of supervision				The manner of assessment	
Little	4/18	22%		Little	2/18	11%
Some	0/18	0%		Some	2/18	11%
Neutral	1/18	6%		Neutral	2/18	11%
Clear	6/18	34%		Clear	7/18	39%
Very clear	6/18	34%		Very clear	5/18	28%

Self

	The need for reflection				The purpose of the PDP	
Little	0/18	0%		Little	1/18	6%
Some	0/18	0%		Some	3/18	17%
Neutral	5/18	28%		Neutral	7/18	39%
Clear	7/18	39%		Clear	5/18	28%
Very clear	6/18	34%		Very clear	2/18	11%

Systemic Change

	How you made use of the CMC Network				The purpose of the CMC network.	
Little	10/18	56%		Little	6/18	34%
Some	2/18	11%		Some	8/18	44%
Neutral	2/18	11%		Neutral	1/18	6%
Clear	4/18	22%		Clear	1/18	6%
Very clear	0/18	0%		Very clear	2/18	11%

Systemic Change

	The purpose of the internship				Reflective mentoring in internship	
Little	0/18	0%		Little	0/18	0%
Some	0/18	0%		Some	2/18	11%
Neutral	1/18	6%		Neutral	4/18	22%
Clear	4/18	22%		Clear	7/18	39%
Very clear	13/18	72%		Very clear	5/18	28%

Others

	Role of the mentor teacher				The role of the liaison lecturer	
Little	0/18	0%		Little	4/18	22%
Some	0/18	0%		Some	7/18	39%
Neutral	1/18	6%		Neutral	5/18	28%
Clear	8/18	44%		Clear	0/18	0%
Very clear	8/18	44%		Very clear	2/18	11%

Again it is interesting to see the recognition of the importance of the mentor teacher with eighty-eight percent (88%) indicating that they understood the role of the mentor. However only eleven (11%) declared that they understood the role of the liaison lecturer (LL). Once again this will be further developed in subsequent

discussions in order to determine why the role of the LL does not appear to be recognised. With respect to systemic change the purpose of the internship and the place of reflective mentoring can be seen as being understood by the interns. However, the same cannot be said for the purpose and use of the CMC network. Only seventeen percent of the secondary interns were clear about the purpose of the CMC network and some twenty two percent (22%) were clear about their use of it. In the later parts of this discussion reasons for this will be drawn out.

It would seem that the improvements made to the internship in light of the 2001 experience had an impact with respect to information sharing and communication. Both the primary and the secondary interns of 2002 present a clear understanding, in most of the ten areas that I had identified as important for them to know about. However the role of, or the engagement of the liaison lecturer, still seems to be problematic, as does the CMC for the secondary interns.

Important learning during the internship year

In a slightly modified format to the 2001 survey twelve key areas were identified as important areas for the interns to learn about during their internship year. Table 11 below presents the interns understanding of their learning in the twelve key areas. This data is organised into the four major elements - self, others, ecosystem and systemic change. The interns were asked to respond in such a way as to indicate their recognition of the importance of each of these areas to them as they progressed through the year.

As indicated below, in Table 11, within the element of self, all the interns recognise that it was important that they learn about the concept of themselves as a teacher and as an adult learner. As already referred to a number of times in this document the internship assists the intern to establish their concept of what it is to be a teacher, i.e. their identity as a teacher. Part of this identity, as a teacher, appears to be formed through their regular contact with their mentor teacher from whom they come to understand the daily life and work of a teacher. All interns recognised that it was important, or very important, that they learn about a teacher's daily work.

Table 11. Importance of Learning about the following key areas

Self

	Yourself as teacher				You as adult learner	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	0/24	0%
Important	5/24	21%		Important	4/24	17%
Very important	18/24	75%		Very important	19/24	79%

Others

	Positive relationships (students)				Staff relationships	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	1/24	4%
Important	2/24	8%		Important	2/24	8%
Very important	21/24	88%		Very important	20/24	83%

Others / Ecosystem

	Teachers daily work				Curriculum Develop	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	1/24	4%
Important	2/24	8%		Important	4/24	17%
Very important	21/24	88%		Very important	18/24	75%

Ecosystem

	Planning for teaching				Manage Classroom	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	1/24	4%		Neutral	0/24	0%
Important	3/24	13%		Important	4/24	17%
Very important	19/24	79%		Very important	19/24	79%

Ecosystem

	The impact school community				Being part of the staff	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	1/24	4%
Important	8/24	33%		Important	2/24	8%
Very important	15/24	63%		Very important	20/24	83%

Ecosystem

	School Life				Expectations of a BT	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	1/24	4%
Important	2/24	8%		Important	6/24	25%
Very important	21/24	88%		Very important	16/24	67%

The interns also recognised throughout their internship how important it was to establish positive relationships with both students and staff. The following seven areas, which have been collected under the element of ecosystem, have all been identified by the interns as important for them to learn about. These ecosystem areas are school life, becoming part of the staff, impact on school community, what the school expects of a beginning teacher, curriculum development, classroom management, and classroom planning. All of these areas build the knowledge base of what it is to be a teacher and form the interconnectedness and interrelationships of a balanced functional system.

Because the responses received from the secondary intern group have, for the most part, indicated the same pattern of 'recognised importance', there is no need to re-present the data for the secondary group. The majority of these interns recognised the importance of each of the identified areas other than the ecosystem item of 'Your impact on the wider school community'. Sixty eight percent (68%) saw it as important to learn about their impact on the wider community, while twenty eight percent (28%) indicated a neutral response and a one intern indicated that is was only of 'some importance'. An explanation for the difference in this one item perhaps identifies the difference in contact, with the wider community, of secondary schools with that of primary schools.

One area that has continued to be highlighted throughout this study is the use of the CMC network. As indicated below in the Table 12 the primary interns of 2002 really embraced the network with eighty percent (80%) indicating that they used the network on a regular basis, i.e. at least monthly.

Table 12. Use of the CMC network (primary)

Never	0/24	0%
Once or Twice	2/24	8%
Monthly	5/24	21%
Weekly	10/24	42%
Daily	4/24	17%

The same cannot be said for the secondary interns, as indicated below in the Table 13 who didn't use the network to the same extent as the primary interns. A small group, six percent (6 %) indicated that used the network of a weekly basis and a further

seventeen percent (17%) indicated that they used it monthly. However, the majority of the interns seventy eight percent (78%) used the network only once or twice or not at all.

Table 13. Use of the CMC network (secondary)

Never	4/18	22%
Once or Twice	10/18	56%
Monthly	3/18	17%
Weekly	1/18	6%
Daily	0/18	0%

It is my understanding that a learning community of communicators cannot be established or maintained with this level of interaction. As already pointed out in the discussion held with Bob Moon in chapter four it is apparent that a critical mass of engaged participants needs to exist if a Network is to function effectively. In the case of the secondary interns insufficient numbers of active participants prohibited further development or engagement. When interns logged on, nothing had changed – because of the low level of interaction, resulting in even less interest. The reverse happened with the primary interns who by their continued engagement facilitated ongoing engagement and value for the individuals.

Recognition of their own capability as a teacher - primary interns

In a similar way to the 2001 interns the 2002 interns were asked to present their personal recognition, or perception of their capability as a teacher, at the end of their internship year. Table 14 below identifies a number of areas of teacher capability and presents a snapshot of how the primary interns perceive themselves towards the end of their internship year. All of these areas are focused on the key element of **self**.

There is a high level of agreement in the perception of themselves as capable teachers. The five-point scale above enabled the interns to indicate how strongly they felt about each particular level or indicator of capability. The areas that two thirds (66%) or more of the interns perceive their strongest, in terms of there capability as a teacher, are the areas of personal skills, knowledge and attitudes; a personal set of professional values; and, the value of life long learning. From the table below Table 14 there is also a strong level of agreement that they, as interns, see themselves as

flexible and adaptable, able to plan collaboratively and have a high level of self-efficacy. In a similar pattern to the interns of 2001 there is still a perception by the interns that they are not as literate as they might like to be in the area of ICT.

Table 14. Concept of Self as a Capable Teacher (primary)

I consider myself to be a capable teacher because:	Very strongly agree	2	3	4	Agree
I am a flexible and adaptable teacher	50	46	4		
I am able to plan collaboratively	54	38	8		
I am literate in the use of ICT for Teaching and Learning	37	33	26	4	
I recognise my personal skills, knowledge and attitudes	67	33	0		
I have a strong set of professional values	83	17	0		
I have a high level of self-efficacy	46	50	4		
I strongly value life long learning	79	17	4		
Data presented as a percentage					

Recognition of their own capability as a teacher - secondary interns

In a similar manner to the 2001 interns, and the primary intern group of 2002, the 2002 secondary interns were asked to present their personal recognition, or perception of their capability as a teacher, at the end of their internship year.

Table 15. Concept of Self as a Capable Teacher (secondary)

I consider myself to be a capable teacher because	Very Strongly agree	2	3	4	Agree
I am a flexible and adaptable teacher	56	28	16	0	0
I am able to plan collaboratively	60	34	6	0	0
I am literate in the use of ICT for Teaching and Learning	44	40	10	0	6
I recognise my personal skills, knowledge and attitudes	60	34	6	0	0
I have a strong set of professional values	66	34	0	0	0
I have a high level of self-efficacy	56	34	10	0	0
I strongly value life long learning	83	17		0	0
Data presented as a percentage					

Table 15 above presents the areas of teacher capability and indicates the secondary intern perception of themselves towards the end of their internship year. All of these areas of capability are focused on the key element of **self**.

For the most part there is a high level of agreement within the secondary intern group in their perception of themselves as capable teachers. The five-point scale has enabled the interns to indicate their personal degree of agreement about how they felt about each indicator of teacher capability. There is only one area in the secondary group in which two thirds or more of the interns indicated their strongest level of agreement with in terms of their capability as a teacher. The statement which the majority of the secondary interns, eighty three percent (83%) felt their strongest about was the following, "I strongly value learning and the development of learners who manage their own learning". This was also an area that the primary interns felt very strong about. As presented above in (figure 22) there is also a strong level of agreement in the following areas; as interns they see themselves as flexible and adaptable; able to plan collaboratively; have established a strong set personal skills, knowledge and attitudes; have a personal set of professional values and have a high level of self-efficacy. Once again and, similar to the primary interns and the interns of 2001 there is still a perception by some of the interns that they are not as literate as they think they should be in the area of use of ICT.

Support given through the process of 'Reflective Mentoring'

The responses given by both the 2002 primary interns and the 2002 secondary interns would indicate that the process of reflective mentoring is working effectively with the school-based mentor teachers but it is not working, as intended or anticipated, with the university-based Liaison Lecturers. This is clearly illustrated in Table 16 below.

Table 16. Primary interns and the process of reflective mentoring

Mentor teacher

Never	0/24	0%
Rarely	1/24	4%
Sometimes	4/24	17%
Often	7/24	29%
Always	10/24	42%

Liaison Lecturer

Never	8/24	33%
Rarely	3/24	13%
Sometimes	4/24	17%
Often	3/24	13%
Always	1/24	4%

As indicated above in Table 16 seventy one percent (71%) of the primary interns believed that the process of reflective mentoring provided by their mentor teacher helped them to become a self-efficacious and capable teacher. However, only seventeen percent (17%) of the primary interns believed that they received help from their liaison lecturer.

Table 17. Secondary interns and the process of reflective mentoring

Mentor teacher			*Liaison Lecturer*		
Never	0/18	0%	Never	10/18	56%
Rarely	0/18	0%	Rarely	2/18	11%
Sometimes	1/18	6%	Sometimes	1/18	6%
Often	8/18	44%	Often	2/18	11%
Always	8/18	44%	Always	1/18	6%

The pattern is very similar with the secondary interns. Eighty eight percent (88%) believed that the process of reflective mentoring provided by their mentor teacher helped them to become a self-efficacious and capable teacher. However, only seventeen percent (17%) of the secondary interns believed that they received help from their liaison lecturer. In fact fifty six percent (56%) perceived that they never received any help to become a self-efficacious and capable teacher through the help of their liaison lecturer.

Whereas it is important and significant to see that the interns, both primary and secondary recognise for themselves their capability and readiness to teach there is, without doubt, a problem with the role of the liaison lecturer (LL). In moving to school-based assessment for the interns, i.e. the decision about an interns readiness to take on full time teaching rests with the professional development school, the liaison lecturers role seems to have lost significance. However, as indicated by many interns in the following section the interns wanted, needed and sometimes expected liaison lecturers to visit with them. Perhaps for ongoing continuity and affirmation rather than inspection and assessment.

2002 Interviews/ Vignettes

My intention in this final section is to relate the stories of a number of interns using their own voices. The data gathered will be presented according to the four key elements.

The following vignettes present the four key elements in the words of the interns themselves. This first one is focused on **self.**

> While I have enjoyed this term I'm really glad it's over. I have learnt a lot and even though I've had ups and downs my confidence has gone up and down along with it. I would have to say that these have really taught me about myself, areas that I am good at and areas that I still need to develop and work on. After all it is a journey. We do not leave this internship as perfect teachers, maybe just a little more experienced and prepared for when our own time comes. Of course our journey will keep going when we have our own class and our skills and best practises will develop and grow as our experience grows. I can't wait and I'm ready (Marie, Intern 2002).

Marie relates her real-life journey, which she recognises as just that, with its ups and downs and self-discovery. Her openness and recognition of imperfection can be considered as a gift that enables her to view teacher education as an ongoing process of development. Marie has reached a point of transition in her development and is now empowered, and ready to embrace the next stage, and the challenges of her chosen career.

Cathy in this following vignette explains how important **others** have been to her as she has grown through her internship year.

> During my Internship year I have undergone many transformations as a facilitator of learning. Over the year I have watched my confidence grow in dealing with students, parents and staff. I believe this is due to the support given by my mentor teacher and her encouragement of me to spend as much time as possible out the front, taking lessons and getting into 'teaching'. In doing so, I have learnt so much, about the children, about school life and about me, as a teacher (Cathy, intern 2002).

Cathy makes it clear that the act of teaching out in front has enabled her to learn about herself, children in her care and school life. She gives much of the credit for her success to her mentor teacher who supported her and gave her the opportunity to get into 'teaching'. Whereas Cathy highlights the practical component of the internship year - Trish, also an intern of 2002, explains the important link to the university coupled with the experience based in schools.

> My position in a school as an intern this year has taught me so much. Valuable information has been absorbed from lectures, seminars and, especially, from the extensive time spent at my intern school. Once I found myself in the practical setting it became obvious just how much there is to learn and the many aspects that can really only be learnt within schools. Therefore, the intern program based in the university and in schools in this final year was very useful in demonstrating to me practical ways to organize my learning priorities and experiences. Then the best news was yet to come! At recess it was announced that I have a job at this school next year. This has made me believe that the internship program really does have true value within the school system and a purpose of the program proved to be true for me, as it is the perfect stepping stone for my career as a teacher. I am so glad that it has been successful for me and that I can now focus on finishing my degree knowing that I am starting a job next year in a supportive and familiar environment" (Trish, Intern 2002).

This story of Trish, which at first glance seems to be very self-orientated, highlights the impact of one of the initiatives that can be described as ***systemic change****. The partnership, existing between the university and the school facilitates a synergy between theory and practice and acts as a stepping-stone for the interns. Once again this can be considered as a point of transition based on realistic self-knowledge and a recognised readiness, within the intern, to take on the role of being a teacher.*

Following on with this idea of transition is another vignette, prepared by Christine, centred on the impact of ***systemic change****, emphasising the impact of the seminar program conducted on job preparation.*

> This seminar was, as I was expecting, the most important of them all. Helen, the visiting school principal, spoke to us about many of the aspects of applying for jobs and made things so much clearer. Reality hit really hard after this seminar because I am now so close to finishing my degree and getting a job. This is so exciting and so scary! My only big worry is the interview, being an introvert interviews are very intimidating to me. I will definitely need to go through a number of mock interviews with someone (Helen suggested we do this) [her emphasis] (Christine, intern 2002).

Helen, a school principal and the visiting presenter helped Christine in her preparation for the next stage of her development, i.e. preparing to get a job. The seminar program, focused on job preparation, seems to have made a difference to Christine because it guided her to think about herself and her needs with respect to preparing for interviews and getting a job. Perhaps it is true to say that each intern has his or her own time of reality checking. For Peter it was focused on the **ecosystem** of the school.

> I have collaborated with the other teachers in the area unit to finish planning the structure of the concert as it was important that it be done before the end of term three. I have learned that when working with others it is important to keep multiple copies of notes and plans as they can be misplaced. I have also learned that sometimes it is easier to work in smaller groups when planning as when there are too many people, not as much gets done. At this time of the year (end of term three) I am also beginning to see more of the differences in teachers within a school. People who I thought were easy going, and not ones to cause trouble are not what I first thought they were. The more time I spend at the

> school, the more I notice the little things like this happening. Little cliques I had not noticed before are beginning to show themselves and the attitudes some teachers have towards one another are becoming more apparent. It is interesting to see the inner workings of a school, especially a school which you first thought was perfect and free from bitchiness and hostility. I just watch and learn. However I have thoroughly enjoyed the internship experience at Banksia P.S and I have learned far more than I would ever have thought possible. I feel like this has prepared me for the real thing next year and also it has given me a taste of what it is like to make a difference in children's lives. I love this job and can't wait until next year when I will hopefully have a job and a class of my own (Peter, Intern 2002).

Peter has seen for himself and recognized the ecosystem of a school. This kind of reality that Peter describes cannot be told to interns or to beginning teachers. It can only be fully appreciated through the encounter of such experiences and through subsequent reflection about them.

The above stories from the interns' present the very positive side of the experience of a number of interns. However, not all the feedback from the interns was positive and this also needs to be presented. Once again the four key elements will be used as an organizing device. The four elements will be listed and brief statements will be linked to each of the elements.

Self

> The project needs to be made clearer earlier in the year so that the school and students know what they are expected to do and achieve. It is frustrating not knowing what to plan and organise when you are unsure of your university assessment criteria/assignments (Phil, intern 2002).

Ha, your gonna (sic) regret leaving this space. I will write in point form if you don't mind.

- I thought that the two days a week thing was a good idea, however I feel it could have benefited more if it went for the whole year
- The lack of contact with lecturers – most were pretty hard to get a hold of.
- How long assignments took to return.
- I think the major problem that I had with the whole thing wasn't the internship itself. It was the fact that we had to move here and pay accommodation for a year. The reasoning I was given was that we have to do our rounds within a 15km radius of the university because lecturers did not want to drive too far to see us, but I saw no lecturer (Mandy, intern 2002).

Other/Social

My mentor teacher seemed to be of the belief that I didn't require very much feedback, but I really wanted lots. Everyone needs positive and negative feedback and I think some mentor's need to realise this, to go past just the basics (Monica, intern 2002).

It is important that mentor teachers allow interns to be free to teach and take charge otherwise the internship can be counter productive. Choose mentors carefully (Larry, intern 2002).

During my internship my mentor teacher and I had very different personalities, and were not comfortable working together. The school tried very hard to resolve the problem, as it was an obvious concern. I didn't feel

comfortable telling someone else in the school that my mentor teacher and I didn't get along (Jenny, intern 2002).

Ecosystem

It needs to be made clear that we are not student teachers and we are not restricted to stay in one [her emphasis] classroom. My mentor, although great, was not aware of this. She still wanted to see total and complete lesson plans, and expected me to present in the grade for most sessions. (Isabel, intern 2002).

Principals need to become more involved in the internship. We need to be thanked by the school community for our contributions (Sally, intern 2002).

Systemic Change

I never used my liaison lecturer, what are they for? (Phil, intern 2002)

FirstClass was absolutely essential [her emphasis] to my growth as a teacher beginning in my last year of the degree. If only we could have had this communication system throughout the degree. The role of the liaison lecturer was virtually non-existent for me this year. No fault indicated, but I think that this role would be more beneficially served if there were team meetings (once) between the liaison lecturer and the interns to "touch" base and provide more explicit and personal support (Monica, intern 2002).

Lack of university assistance and support, silly that fourth year should be first chance to teach first classes. I never saw my liaison lecturer through my own choice and lack of time (Carol, intern, 2002).

As I was a D.E. [Distance Education] student, and because one of my lecturers was based at Clayton and the other quit first semester, I had little or

> no contact from them. I often felt a little isolated. If it weren't for some information gained at seminar days or through FirstClass, I wouldn't have known what was going on. I strongly feel that in the future there needs to be much more focus put on information for secondary students (Madeline, intern 2002).

These statements from the interns of 2002 are presented as they presented them. As written, they are self-explanatory and I do not feel that I need to comment any further. Suffice to say that the points made highlight the significance of the four elements when considering the ongoing professional development of teachers and the significant importance of good relationships, communication and commitment by all parties involved. The interns really place a great deal of value on being recognized by the school as a teacher. Being recognized in this way helps them to form their identity as a teacher. The interns also recognize and appreciate the value and power of the mentor teacher whose work for them they appreciate. However they are critical of the role of the liaison lecturers who don't seem to be as engaged as the interns might like them to be. The CMC network is viewed as positive systemic change, especially when it operates with a critical mass of engaged participants.

Comments from primary and secondary interns

Because there are some differences in the experience for the primary and secondary interns I think it is valuable to share some of the individual stories of each of these groups. Already the interns have said many positive things about the powerfulness of the support given to interns by the mentor teachers. However there is another side to this encounter with ***others*** *as pointed out by Belinda.*

> I think that you [Michael] need to think about the people that students are working with. There's obviously teachers out there that aren't very good with having students in their classrooms and that needs to be taken care of. Maybe a confidential list or something. It might not be a very good legal option but it's often detrimental to students who go with teachers who are over critical

> or not willing to listen to them. They may think they're experienced teachers or leading teachers and they're great but they can be just really hard on us and it will wreck our confidence (Belinda, intern 2002).

Belinda is making the point here that not everyone, regardless of their experience, is cut out to be a mentor teacher. Her idea about a confidential list goes beyond the scope or influence of the university. The mentor teachers are chosen by the school and the university has no place or right to interfere in the schools' choice.

Kate suggests in the following statement that the mentor teacher is really the key to an interns' success.

> I think at times it depends on your mentor teacher, how much actual time they allow you to do things, how much control and how much they actually let you teach within a classroom, plan and actually take charge a little bit (Kate, intern 2002).

John extended this idea by adding that he thought that the mentor teachers changed over the year.

> I think that in general the mentor teachers can hold the key to the successful or unsuccessful internship. I found that there was this big change between first and second semester. In first semester I found myself very much sitting on the sidelines. By second semester and towards the end of semester I felt that she saw me as an equal and I felt that she was eager with the different ideas and the things that I had to offer because of different abilities and talents and as my mentor teacher was a bit older I was more confident with computers and IT and she had no idea and music and sports (John intern 2002).

*Perhaps the change is not only in the mentor teacher but in the interns as well. The **self** feels more comfortable in working with **others** and feels secure within the now known **ecosystem** of the school.*

Terry had this to add to the role of the mentor teacher that suggests that the relationship can be of mutual benefit to both the intern and the mentor teacher.

> I liked my mentor teacher - she was excellent. If you had any questions, she didn't mind answering anything and she'd let me have a go at anything. She was a really down to earth person and that was obviously what I needed. I think because they treat you more like a teacher and they'll ask you for ideas and things like that (Terry, intern 2002).

The above comments about the mentor teachers certainly make a case for the benefits and pitfalls of a mentoring program. The interns, as indicated earlier are very pleased to be working with experienced teachers and some of the most significant gains for the interns are a result of working through the issues that initially are confronting to them. As indicated below by Tony the mentoring experience is a very similar one for the secondary interns.

> **Michael**: What kind of relationship do you think developed between you and your mentor teacher?
>
> **Tony**: It was a very productive and professional one. We worked together. We did a lot of team teaching. They also introduced us to other members of staff. He was a head of the school and was good to get connections with the managers and the principal etc. That was good. They always made you feel as though you were a teacher.
>
> **Michael**: What made you feel like a teacher.
>
> **Tony**: Both of my mentors stepped back and let me do what I had to do. They didn't interfere with any of the ideas I wanted to integrate. They were more than happy to try something new. I knew that I was respected by the staff. I found this whole experience to be really beneficial, probably the most beneficial thing of the course. I also wish that it could have started a bit

earlier, not the internship itself, but more the practical application in second or third year (Tony, intern 2002).

Feeling like a teacher has been expressed many times as one of the hallmarks of the internship and one of the key things that the interns seem to be looking for. Room to grow, being allowed to make mistakes and being trusted all seem to be components of what Tony is saying are part of a successful internship. This idea of having room to make mistakes and embracing a sense of personal responsibility are also emphasised by Carol who felt that she had to make the year work for her.

> If the university helped me out along that way I wouldn't have done it by myself. It was good. I hated it, but in hindsight it enabled me to actually take the responsibility for my own self. Otherwise, if I had relied on uni I would not have done it. The beauty of being in the deep end is that after a while you start swimming. But, before you get into the water you panic, but once you're in the water, you cannot fail. I've done it this year. I had to. It's my last year and I was not going to waste it (Carol, intern 2002).

Carol also explains why she didn't make much use of the CMC network.

> I tried it. I went on a few times but I didn't like it. I played round a bit and thought that I didn't really have a need for it. I couldn't see it directly helping me so I just stopped using it (Carol, intern 2002).

The interns have related in their own voices their journeys of discovery and growth as they have moved through their internship year. Over the year they come to recognise their own personal and professional development and their entry into the profession of teaching as 'a teacher'. They recognise the value and the support of their mentor teacher who becomes a very significant 'other' in their lives. Gradually over the year they begin to appreciate the ecosystem of the school, its internal politics and the real network of inter connectedness that exists beneath the surface. They only begin to see this because of the time spent in the school and the opportunities they find to think through what is going on. They appreciate the

innovation of the internship model with its close partnerships and opportunities for networking and communication in a variety of ways. Ultimately they recognise that they are responsible for what happens in their life and in the lives of those around them. They find their own feet, chose their own route for a new journey knowing they will have the ongoing support of a supportive educational ecosystem.

The Challenge of the Future

As a result of the preceding data collection I have formed the opinion that there are other, and perhaps different ways than we have used in the past, to prepare quality teachers for this now digital, bordering on the genetic, age. I have also formed the opinion that there are necessarily special requirements, or unique characteristics vital to be present in a quality teacher for this age - such as the following: a quality teacher is self-efficacious and capable in their own right, is willing and able to take responsibility for the various tasks at hand, is able to manage their own existence but is also able to recognise that they are not alone, is a moral person recognising the rights of others, is willing to put the needs of others, especially their students, before their own and recognises that through collaboration and resource sharing the power of one becomes the power of many. Indeed a quality teacher is capable of changing their own beliefs and everyday practices.

Chapter Summary

I have related in this chapter a representation of the intern's respective journeys through their internship year. One way of understanding these learning journeys, of the interns, is in terms of self, others, the ecosystem and systemic change. The interns, recognise that they have journeyed with others through their internship year and have gradually progressed, growing in personal confidence, understanding of the task of teaching and in recognising their identity as a teacher.

The interns in the early years of the school-based program acknowledged that the 'supervision' from the mentor teachers was valuable but the support from the 'liaison lecturers' was often inadequate. This perception can be partly attributed to the interns not fully recognising the devolution of supervision, in the form of a mentoring role, from the university to the schools, and the schools promoting a supervisory role rather than a mentoring role. Even in the first year of the re-

developed internship, 2001, some interns expected to be visited and supervised by a lecturer from the university. Both primary and secondary interns also stated that they perceived a lack of communication about the specific details of the internship, in the areas of assessment and supervision. Furthermore, neither the primary nor the secondary interns of 2001 made regular use of the CMC network. However, both the primary and the secondary intern groups of 2001 appear to have achieved a high level of understanding about their concept of themselves as a capable teacher and the concept of teacher identity.

The changes made to the 2002 internship, in light of the 2001 experience, had a positive impact with respect to information sharing and communication. However the role of the liaison lecturer still seemed to be problematic, as did the use of the CMC network for the secondary interns.

My understanding, reinforced through my conversation with Bob Moon, led me to believe that an online learning community cannot be maintained without a critical mass of engaged participants. From the secondary intern perspective this critical mass did not exist and the network was not functional or useful to them. The reverse happened with the primary interns who, by their continued engagement, facilitated ongoing engagement and immediate value in using the CMC network.

While it is important for the interns to recognise for themselves their capability and readiness to teach, there was a residual problem with the role of the liaison lecturer. Many interns, especially the secondary interns, were critical of the role of the liaison lecturers, because they wanted some kind of external approval from their liaison lecturer.

Over the year the interns came to recognise their own personal and professional development and their entry into the profession of teaching as 'a teacher'. They recognised over time the value and the support of their mentor teacher who became a very significant 'other' in their lives. They appreciated the innovation of the internship model with its close partnerships and opportunities for networking and communication in a variety of ways. Ultimately they recognised that they were responsible for what happened in their life and in the lives of those around them.

I cannot teach anybody anything. I can only make them think

Socrates (469-399 B.C.)

THE NARRATIVE OF THE MENTORS: MENTOR TEACHERS AND LIAISON LECTURERS

In this chapter I present the journeys of the internship mentors: that is the mentor teachers and liaison lecturers. The mentor teachers are school-based in Professional Development Schools and the liaison lecturers are the university-based lecturers. These are significant people who journeyed, as co travellers, with the interns on their journey through the internship and chose to participate in the study. My intention is to present, in terms of the identified elements of self, others, the ecosystem and systemic change an understanding of what they discovered, experienced and learnt. From their stories, presented in their own words, I will present an understanding of what seems to be emerging from beneath the surface, or rising into their consciousness, as they engaged in their thinking and judging.

The data presented in this chapter was gathered over two years and comes from the following sources. Mentor teacher surveys, questionnaires and vignettes from 2001 and 2002; and from the liaison lecturer surveys, questionnaires and vignettes from 2001 and 2002. The first group will be the mentor teacher group of 2001.

Mentor teachers 2001

When applying the analyses framework - self, others/social, ecosystem and systemic change, to the responses made by the mentor teachers (N=23) to the 2001 survey, the following patterns of understanding emerge from the group.

Self

The first survey was conducted during October of 2001 in the Professional Development Schools where the interns had been placed for the 2001 school year. Sixty-seven percent (67%) of the mentor teachers surveyed indicated that they had a very clear understanding of the purpose of the internship whereas only fifty percent (50%) felt that they were clear about their personal involvement in the program. Just

forty two percent (42%) of the mentor teachers indicated that were clear about the goals of the internship while only thirty three percent (33%) knew how they were to assess the interns.

In some ways this is not a surprising result considering the lack of school and mentor preparation for the Internship. The only tangible support, other than a two-hour briefing session, was the internship folder, which in 2001 was not a substantial document. Certainly a major concern, raised by the schools concerned the assessment of the interns. The survey, administered in October, occurred after the interns had completed their school placement and after the school had written an assessment report, which had been forwarded to the university. However, as indicated above, only thirty three percent (33%) of the mentor teachers claim that they knew how to conduct this assessment. Did this situation arise because of a lack of information provided by the university about assessment requirement, or did the mentor teachers not read, or have access to the information?

Others/Social

The surveyed 2001 mentor teachers strongly indicate that they did not appreciate the lack of support given to them by the university. Only twelve percent (12%) of the group indicated that they were satisfied with the support that they had received during 2001. Ninety-six percent (96%) of the group expected more support to be provided through face-to-face meetings with the university.

Perhaps this confirms that there was a lack of communication and insufficient information provided to the schools. It would also seem, that along with the introduction of the 'New Internship Program', there was insufficient preparation for the mentor teachers, who apparently were still expecting the implementation of the traditional form of university supervision, i.e. a once off visit by a lecturer to critique a lesson presented by the intern. The full details of the internship, including assessment and supervision advice, was provided at a briefing, held at the university in November of 2000 for all schools involved in the internship program of 2001. However, it appears likely that principals and school-based internship coordinators attended this briefing, rather than the practitioners with the day-to-day management of the program. Was the wrong group targeted to attend the briefing?

Ecosystem

The internal dynamics of school life, or its ecosystem consisting of a vast network of inter relationships, is clearly indicated by the mentor teacher group as the basis of their support and is seen as very valuable to them. Sixty seven percent (67%) indicate that the principal was very supportive of them in their work as a mentor teacher. Eighty seven percent (87%) of mentor teachers indicate that their interns supported them very well and seventy one percent (71%) indicate that their fellow staff members did like-wise.

A positive school-developed ecosystem is an essential component of the internship but is one that the university has no control over. The selection of the schools to be used in the internship was made by the university but what happens within them, is clearly the domain of the school. Every attempt was made to select the best schools possible and those chosen for 2001 were all invited through personal contact made by the internship coordinator. The schools used in 2001 were made on the basis of locality, i.e. in areas that the interns wanted to be placed. However, as indicated in the conversation in chapter four with Korthagen the decision to select particular schools, willing to, and able to work with universities, needs to be taken very carefully. There is a balance to be achieved between the needs of the interns and the suitability of the school to be used.

Systemic Change

The internship model, presented as an alternative way to conduct school experience in the final year of a pre service teacher education course, appears to have been well accepted by the schools and the mentor teachers. They were willing to be involved and for the most part, as indicated earlier, understood the purpose of the internship. However, it would seem that not all elements of the systemic changes being promoted, were embraced, accepted, or used by the mentor teachers. Whereas eighty seven percent (87%) of the mentor teachers considered skills in ICT to be vital for teachers in today's schools and seventeen percent (17%) indicated that they considered the use of CMC and ICT to be a viable means to conduct supervision, only four percent (4%) used the CMC network at all during the 2001 year. Twenty five percent (25%) indicated that they had no need for it.

Reasons for this lack of use have already been discussed in my earlier commentary about the use of the network. Although part of the reason for a lack of use can be attributed to the fact the network was not working in the schools for some time, this is not the whole story. Mentor teachers had not been 'skilled up' to use the network, i.e. they had not received professional development in the use of the network. Also many interns did not support the mentors, in learning how to use the network, because they were not using it themselves. And, finally why would you use what you did not need to use? Everyone has enough to do without learning something new, especially if you don't think that you need it.

Interview feedback presented in the voices of the mentor teachers

As part of the data gathering process twenty mentor teachers were interviewed, by invitation, towards the end of the 2001 school year. Seven specific questions were asked of them in a one-to-one interview. Below are two responses to the questions, sent in by two mentor teachers who were not available to be interviewed during the school visit. Both Jacque and Kate took the time to provide feedback in writing.

Response from Willowbank Primary school –November 2001

Q1 What is your personal view about the internship of 2001?

Jacque: I feel that it is a very positive and effective program. I believe that it is a win-win situation, the intern gains valuable experience and the classroom teacher benefits from the input and enthusiasm that the interns offer.

Q2 What experiences have contributed to the formation of these feelings?

Jacque: I have worked with Anne and have watched her develop in confidence and gain insight and skills by being able to reflect on her teaching over a period of time. I have also seen Anne work with several groups of children and have been delighted in seeing these children progress under her tutelage.

Q3 What do you see as being the important attributes of a capable teacher of the 21st century?

Jacque: Caring, reflective, flexible, consistent, creative, resourceful, confident, able to see the big and the small picture. Understand different learning styles, caters for individual needs.... You name it!!

Q4 What should interns know when they come to your school as an intern?

Jacque: They should know what their specific role would be in the school. They should have done some research on the school, look at the schools web site, read the school charter, know the name of principal and or the main contact person.

Q5 What did you do when you recognized gaps in the interns' knowledge, skills or attitudes?

Jacque: I would have a discussion with Anne as the opportunity arose to relate concerns and refer her to relevant resources. Sometimes I would step in and offer different teaching experiences in order to develop skills. I found my intern was very reflective and quite often expressed her own awareness of 'gaps' before I had or needed to say anything.

Q6 What can you identify as the main benefits of the internship?

Jacque: By having ongoing time in the school the interns develop an understanding of how a school works. They get a sense of involvement and a sense of belonging. They can watch a group of students develop over a period of time, which is a rewarding and worthwhile experience. They also learn about issues like flexibility, timetable and programming changes. They then can develop the skills needed to prepare programs over a period of weeks, (rather than in 2-3 week blocks with normal teaching rounds). They develop a rapport with a classroom teacher(s) and get a better sense of what the occupation entails. Our interns accessed many PD's offered at the school level, which was a wonderful opportunity.

Q7. What can you identify as possible improvements to the internship for 2002?

Jacque: From a classroom teacher's perspective, I feel that we need to know what the expectation is of the intern. I am not even sure that the school this year knew what their role was specifically. Comparisons had been made with the interns of 1999, which is not appropriate because the program was very different then. I believe our school admin was not fully aware of this. Finally I believe this is an excellent program and must assist interns with their transition from student to teacher.

This response from Jacque makes the point that in terms of systemic change this was a worthwhile initiative and beneficial for all parties involved. She listed the benefits of the internship; as time in the school, watching children develop, intern knowledge about school life and a sense of belonging to the school by the intern. In many ways she highlighted the raison d' etre for the internship model. Jacque seems

to have based her opinion on her positive feelings towards Anne, her intern, as she developed over the year. Jacque stood back and watched her grow in confidence, reflection and knowledge. Maybe Anne grew as a teacher because Jacque modelled what a good and capable teacher in the 21st century looked like? From Jacque's comments it is apparent that she realised that she needed to intervene at times, and in doing so, positively contributed to the ongoing development of Anne. However, Jacque also noted that Anne often recognised her own gaps through her own reflection about her work and relationships with others - including her relationships with the children. Perhaps both Jacque and Anne recognised the importance of the unique atmosphere or ecosystem of their school.

However, everything was not perfect and more information and communication, was seen to needed and required between the school and the university. Jacque conveys the impression that there were mixed messages and a lack of detail about expectations.

Another point of view from Landsdown primary school

The following response, forwarded by Kate a mentor teacher from Landsdown primary school, presents another view of the internship.

Response from Landsdown primary school –November 2001

Q1. What is your personal view about the internship of 2001?

Kate: Interns lacked direction, guidance and supervision from Monash staff. As a mentor teacher I received no written or oral communication from Monash. I was given the direction from the interns' school supervisor that the interns were to teach and at the end of the year given an evaluation form. It is difficult to evaluate an intern when you don't know the outcomes/goals. Communication was very poor; it's great for the interns to be in schools all year.

Q2. What experiences have contributed to the formation of these feelings?

Kate: All the interns seemed to lack in understanding of their purpose in the school. The interns appeared to be doing projects at late notice in the course (i.e. A math's unit of work put into a slide show and a literacy task involving the reading of a novel – a very difficult task to do in a junior unit.) It's very difficult to make any meaningful comments when I've had no written/oral communication with Monash

and do not realize that our school supervisor may be well informed. However as already mentioned the interns themselves had no real direction.

Q3. What do you see as being the important attributes of a capable teacher of the 21st century?

Kate:

- Student welfare/basic counseling skills.
- Knowledge of the Curriculum and Standards Framework and knowing how to teach to outcomes and cater for different learning styles and ability levels. How to cater for individual learning needs.
- Strong classroom management strategies.
- An ability to integrate all Key Learning Areas and plan and evaluate units of work. This would include modern technologies - digital cameras and a host of educational programs.

Q4. What should interns know when they come to your school as an intern?

Kate: Charter priorities/ specific school needs (e.g. Literacy support groups) Professional Development they can access.

Q5. What did you do when you recognized gaps in the interns' knowledge, skills or attitudes?

Kate: Suggested solutions to problems and different strategies / resources available. Provided samples of term planners and work programs. Directed intern to appropriate resources and literature. Helped interns to keep in touch through meeting minutes. Tried to find time to discuss teaching issues.

Q6. What can you identify as the main benefits of the internship?

Kate:

- An insight into the operation of a whole school year.
- Seeing student's progress.
- Able to participate in all aspects of school life, providing an excellent opportunity to become known to the school community. Casual Relief Teacher work/ job opportunities.
- Excellent preparation for full time work.

Q7. What can you identify as possible improvements to the internship for 2002?

Kate:

- Tap into the G.P.D offered to teachers [A Professional Development (PD) program for teachers known as Gourmet PD].
- Tick the box evaluation - similar to other years.
- Communication - all round. E-mail mentors.
- Clear guidance of students / interns outcomes and mentors responsibilities (I've seen them before for other levels but not this year).
- Interns/Monash staff to present to whole staff. (E-mail all staff).
- A4 poster or folder with goals etc for all staff to access.
- A journal of what they learnt, new teaching ideas/resources.

Kate does seem to have an issue about communication, information sharing and the supervision from the Monash Staff. It is highly likely that the fault lies with the university in failing to provide detailed information, or adequately prepare the mentor teachers. It would also appear likely that the required information did not filter down from the administration in the school to this mentor teacher. The briefing day provided the information to principals and coordinators rather than directly to those involved in the program. Because of this, as indicated by Kate, the school supervisor may well be informed, but she was not.

The issue with respect to projects also appears to have caused confusion with Kate and her intern. The interns of 2001 had no project to complete [unlike the old internship program of 1995-2000] but were required to plan, implement and evaluate a unit of work in an area of choice. It is of interest to note once again the confusion and mixed messages about projects even though in 2001 there was no project to complete. To the mentor teacher a required project can produce an interruption to their already overladen class program. Certainly the maths and literacy requirements, as noted by Kate, were seen as unfair expectations on the interns and given at late notice.

Kate agrees that it is great for the interns to be in the school for the whole year because through it, they see the operation of the whole school year. She also saw the advantage for the interns in seeing students' progress over the year and their involvement in the many aspects of school life.

In reading Kate's response one might wonder about the basis of the relationship between the mentor teacher and the intern. Kate never refers to her

intern by name and seems to present herself in the traditional model of a supervising teacher rather than as a supporting mentor teacher. Kate suggested solutions, suggested different strategies, provided samples, directed the intern, helped the intern and tried to find time to discuss teaching ideas. All of these things appear to be things being done to the intern, by the mentor teacher, rather than initiated through a mentoring relationship. One of the key principles, upon which the internship is based, is the intern's recognition that they are to be encouraged to question current practices and procedures and be given the opportunity to negotiate their work within the school. However, it is recognised that for this to occur, the prerequisite preparation for the mentor teachers needs to be conducted, and appropriate information needs to be readily available.

Other stories and statements of points of view by mentor teachers

Because of the volume of comments made in the interviews by the mentor teachers it is not possible in this study to present everything provided or discussed. However, to further convey the mentor teacher thinking and their down-to-earth judgements about the internship program and teacher education I now intend to present a number of comments, in their own words, organised into the framework of self, others/social, the ecosystem and systemic change.

Self (personal experiences and opinions located in time and space)

I felt unclear about goals of the program and its expectations. I don't want to read a manual, just a page will do. Really I don't like the one or two days - I want a block of time. Perhaps if the two days were together it would be ok but I would like some blocks of time at the beginning and maybe again at the end to finish it off (Melissa, mentor teacher 2001).

I firmly believe that the success of it [internship] rests with the organisational and the interpersonal skills of the interns themselves. I also think that the program becomes an induction into teaching (Nicole, mentor teacher 2001).

I think that they need to admit when they don't know and be willing to find the answer (Joel, mentor teacher 2001).

I believe that relationships with students and other teachers is number one (Leanne, mentor teacher 2001).

I know that the welfare needs of students are different now – teachers need to be able to address student needs. Teachers today should not be autocratic and teachers don't know everything (Sarah, mentor teacher 2001).

I think a major challenge for today's teachers is knowing how to facilitate the personal development of children. As teachers we also need to be experienced and literate with technology (Paul, mentor teacher 2001).

Perhaps the key to successful teaching today is personal energy, a world ethic and recognising that change itself is the constant (Ray, mentor teacher 2001).

I see the school based internship as beneficial because it prepares new teachers for the responsibility of teaching (Trudee, mentor teacher 2001).

These mentor teachers were able to verbalise many aspects of the internship model and emphasised the importance of this kind of preparation for beginning teachers. It is interesting that the mentor teachers centred much of the interns learning in relation to addressing the needs of the students in the school especially in terms of student welfare, relationships, interpersonal skills and individual differences. They also emphasised the changing role of teachers in today's changing world.

Others/ Social (involving others through relationships, partnerships, engagement, interaction and communication)

The intern needs to:

Be strong in their interpersonal skills. Be a team player. Be able to accept advice. Be flexible and adaptable to change and willing to take on new ideas.

They need to be able to manage their own learning and be able to identify the areas they need to do further work in (Ray, mentor teacher 2001).

Be adaptable and be good communicators. Be caring. Be able to admit when they don't know and then go and find out. Be human and be willing to make mistakes (Joel, mentor teacher 2001).

Need to recognize that children are all different. Need to cater for individual differences in a class. Be aware of the variety of backgrounds and social welfare issues of students (Sarah, mentor teacher 2001).

Be able to see the big picture. Be able to deal with a wide client base in a non- judgemental way with empathy. Be willing and able to seek the support of peers (Megan, mentor teacher 2001).

Have a sense of humour and be willing to persist when things don't work out (Kevin, mentor teacher 2001).

Mentoring

Allows for a deeper relationship to be established between the mentor and the intern than would occur in a short-term block placement. You need time for good mentoring to occur. The internship provides this time (Naomi, mentor teacher 2001).

We had chats at the end of every day. I gave responsibility to my intern to manage the areas they felt weak in, e.g. evaluation. We then followed her work up with further chats and conversations. Mentoring encourages self-reflection and it keeps the lines of communication open. I think that through our mentoring she has come to terms with global planning and now has the big picture of teaching (Sarah, mentor teacher 2001).

It is enjoyable to be a mentor teacher and to share knowledge and skills (Kevin, mentor teacher 2001).

These comments indicate that the mentor teachers place significant importance on the interpersonal skills of their interns, which include their ability to see beyond themselves in order to recognise the variety of needs of the students. The interns, and by inference all teachers, need to be good communicators, willing and able to establish and maintain relationships with all kinds of different people, be caring and be capable of empathy. They also need to be flexible and adaptable, recognise individual differences and the changing welfare situation of many children in today's schools. They need to be team players, be willing to make mistakes and be willing to recognise when they done so. The mentor teachers strongly support the notion of mentoring and see it as relationship-based, developmental and as a successful means of encouraging self-reflection. Through mentoring the interns can come to terms with the 'big picture' of teaching and participate in a mutually enjoyable experience.

Ecosystem (The network of inter-relatedness and inter-dependence)

In schools today we are more individualised in our teaching and teachers have to cope with a wide variety of ability groupings. Can't teach in the old style of teaching, which was to teach everyone the same thing at the same time. Today's teachers need to be open-minded and be up to date with what is going on in the world. Teachers need to know where the kids are at (Megan, mentor teacher 2001).

Teachers need an awareness of the legal bounds and parameters of teaching. Teaching will be more bound by legalities in the future. Accountability will be a big issue (Simon, mentor teacher 2001).

There was great enthusiasm from capable interns right across the board. Their input was fantastic and they became full members of the school staff. In our

school the interns were treated as adults teachers not as students (Kevin, mentor teacher 2001).

The program is beneficial to the school and to the interns. It is a two way process. The Interns are fresh, energetic and have new ideas to share with the staff (Sue, mentor teacher 2001).

Having interns in the school assists the teachers in the school to reflect about their practice and it helps them to clarify their role and share their experiences (Joanne, mentor teacher 2001).

The interns come to know the work and life of the school. They become part of the staff and part of a team. This doesn't happen on normal rounds. In this way they have blossomed and grown and we can see their growth in the year, which we would not have seen in a short block placement (Naomi, mentor teacher 2001).

The involvement of interns in schools is seen as a positive and rewarding two-way experience. There appear to be benefits for both the intern and the school. Relationships, built on equality, become established over time and the interns become part of a team as they grow in awareness about the reality of school life and teaching, i.e. it's ecosystem. The time in schools enables the intern to appreciate how children learn, where they are at and what it means to live and be a teacher in this current world. These mentor teachers are saying that the world has changed and teachers need to teach differently, and be different, in order to meaningfully address the changes of this age.

Systemic Change (Open, ongoing and pervasive change in which change to the parts, changes the whole)

Benefits of the Internship

The internship utilizes the best of all that has happened in teacher education. It is great value for the interns to be working in the real environment of a school and good for the school to have on-going links with the university.

This is an excellent program that provides a hands-on linking of theory to practice. The longer experience has many benefits - they can practice skills, and see the development of children. It provides an opportunity for them to become a team member, a staff member and an adult professional (Naomi, mentor teacher 2001).

The internship allows for a sense of belonging to the school and acceptance by the staff as teachers rather than as student teachers. They feel more part of the staff (Kevin, mentor teacher 2001).

Because the students (sic) are in the school they get a real feel for how a school and a grade works for an entire year and they see the development of the students, themselves and teachers (Sue, mentor teacher 2001).

The two days a week enables the interns to build relationships with a group of students. The classroom activities can be planned ahead because they are going to be around for the whole year (Sarah, mentor teacher 2001).

The interns, through personal reflection, identify the areas they need further work in and pat themselves on the back when they have done well (Joanne, mentor teacher 2001).

The intern can become the change agent and show new ways to do things. For example, being capable with ICT is essential. Schools don't do it well and we need to benefit from the skills of new teachers, the interns. They are

better with a range of technologies and need to show it even when a class teacher they might be with is not a user (Megan, mentor teacher 2001).

I am happy with the devolution of supervision to the schools with the university being a backup when required (Trudee, mentor teacher 2001).

The university is placing a lot of trust in classroom teachers and this is a good thing. I think that this program takes the preparation of teachers to a new level of preparation. A new teacher needs to be in schools to learn how to teach and you need the time to link the theory provided at the University to the practice of teaching. The internship does this well (Ray, mentor teacher 2001).

Problems encountered

I was vague about the program because of a lack of accountability in the school. There really needs to be one coordinator of the program in the school and a mentor for each intern. The Intern needs to follow the mentor and the mentor needs a clear understanding of their role and a commitment to it. This wasn't provided. You can't expect teachers at the beginning of the school year to drive an hour after school to do PD (Melissa, mentor teacher 2001).

Mentor teachers need contact with the uni to get feedback. The external positive feedback would be great (Ray, mentor teacher 2001).

Need more contact with the Uni to inform us (the school) about what is happening at the uni. This could be e-mail or some other format. A conference of some kind electronically would be good (Paul, mentor teacher 2001).

Unclear about the goals of the program because there was no access to the information about the internship program, i.e. I never saw the internship folder and never had any contact with the university (Simon, mentor teacher 2001).

Changes to be made to improve the internship

The Principal or the coordinator needs to get the interns together on a regular basis. Perhaps FAQ's [frequently asked questions] could be posted on a network and answered by those who have something to share (Paul, mentor teacher 2001).

More information about the program is needed. Documented guidelines of expectations, especially for the mentor teachers and for the school at the beginning of the year (Ray, mentor teacher 2001).

I would like more than one contact with the university internship coordinator and would like to see some training conducted for the mentor teachers (Simon, mentor teacher 2001).

Better and more frequent communication with the University is vital. Perhaps using the CMC network. I am willing to give it [the CMC network] a real go but I need clear guidelines (Megan, mentor teacher 2001).

The internship folder is not user friendly. It really needs a major revision. A concise summary of the program and clearly prepared expectations is needed. More continuous time is needed with the intern. Two days should be together not broken (Melissa, mentor teacher 2001).

Have the CMC network working from day one (Joanne, mentor teacher 2001).

The mentor teachers of 2001 present a thoughtful understanding of the internship model as an alternate way to conduct PSTE. They seem to recognise its potential to bring about effective change in pre-service teacher education (PSTE) and have articulated its benefits in terms of relationship building, providing time for reflection, offering mutual gains for all involved and the establishment of a trustful partnership between the university and the school. They see immediate gains for the interns in terms of the opportunity to their practice skills, build relationships with children and see the development of children while also recognising their own development. They do not express the desire to see all of PSTE to be school-based but do see the value in university and school partnerships with a synergy and balance between theory and practice. They recognise their strengths as experienced teachers and mentors and see that they have a definite role in preparing beginning teachers within the positive ecosystems of their schools. They articulated the role of the mentor teacher and recognise the needs of interns, which included the room to make mistakes, take responsibility for their own learning and for their ongoing development. They understood that they could not be the 'tellers of the way' to do things just 'their way' and recognised, that, they as mentor teachers, needed to be the supportive 'guide' as the interns unpacked their own school-based learning and related it to their university program.

However, they did request ongoing support from the university both in terms of professional visits - not to supervise but to be supportive. They wanted preparation programs for mentor teachers and concise documentation concerning the expectation on the schools and mentor teachers. They were also willing to try new levels of connectivity including electronic networks such as the CMC network. They saw value of this innovation to PSTE and to education at large.

Liaison Lecturers 2001

Before looking at the data obtained from a small group (N=2) of Liaison Lecturers (LL) I think it is important to explain their role within the internship. These staff, from the Faculty of Education, filled the role of LL in a voluntary way. By this I mean that the role was not part of their allocated workload and they received no additional remuneration for it. They were asked to be a first point of contact for the interns and establish a mentoring, rather than a supervisory role, with their

allocated interns. They were requested to use the CMC network as their nominated means of communication with their interns.

Towards the end of the internship year the two LLs were invited to complete a short surveys. The results of this survey indicate that these two staff members were still vague in their understanding about the internship, its goals and their involvement in it. Both admitted that they had not read the internship folder, or made any direct attempt to come to understand the principles behind the program, or their role in it. A lack of time was stated as the reason for this.

It is interesting to note that whereas both lecturers claimed that it was vital for teachers in today's schools to be skilled in the use of ICT, neither of them made much use of the CMC network that had been introduced as a communication and supervision/ mentoring tool to assist all involved in the internship. The place and role of traditional school visits was supposed to be replaced by on-line conferencing. Communication with the interns and schools was to have taken place via the CMC network. However this did not occur as already evidenced by the interns, the mentor teachers and the now the liaison lecturers. Perhaps a lack of communication, amongst all parties, was the reason that this interaction never occurred. The interviews with the LLs provide some further explanations.

Interview feedback presented in the voices of the liaison lecturers

In this next section I present some of the thinking of these two liaison lecturers and their day-to-day judgements and understandings about the internship program, teacher education and the role of a teacher educator. I will present their comments, in their own words, organised into the framework of self, others/social, the ecosystem and systemic change.

Self (personal experiences and opinions located in time and space)

I think it's a fantastic idea. I think the philosophy behind it is quite good. I like the fact that students go regularly out into the schools. They become part of the staff and they actually work in with the staff on a regular basis.

Obviously there have been some communication hiccups and problems with the program - the software issue, us keeping in contact with the students. We could have been done better but overall I think the idea is good. We just need to work it through in practice (Henry, liaison Lecturer 2001).

Both Henry and Anthony expressed their personal view that the concept was a good one but there were issues, especially communication ones, that needed to be sorted out. This feeling is consistent with what has been said by both mentor teachers and interns.

Others/ Social (involving others through relationships, partnerships, engagement, interaction and communication)

Being with other students is a positive. They need this. Students develop positive relationships with the staff in the school and the students and they can play more a cooperative part in the school. It's a great opportunity for the students to actually practice their skills (Anthony, liaison Lecturer 2001).

We're moving towards a more flexible delivery where I don't stand up the front and tell them. I stand up and communicate with them. So they have their say and their input. That's got to be part of it i.e. empowerment.

Michael: so is flexibility important?

Henry: Yes. Students respond well to flexibility. What you don't want to produce is a one - dimensional student who can only operate in the one environment.

Michael: Schools today, there're different aren't they?

Henry: Yes, many things have changed. I think technology and communication and media and all that stuff is pretty dominant now. The

number of kids with a mobile phone now is pretty amazing. E-mail and things have changed (Henry, liaison Lecturer 2001).

Once again the issues about communication arises and the importance of relationships, and being with other people, emerges as significant. However, Henry in particular, is also indicating the change the society in the present generation of students and the changes in schools. I perceive that he is also indicating that the way we do our teaching needs to change in this age.

Ecosystem (The network of inter-relatedness and inter-dependence)

I think the fact that the student becomes a teacher. They're not known just as the kid who comes in for two weeks. They actually become part of the staff. I think that's probably a major benefit. The students get to see how the school operates on a broader level. There's more incentive for them to stick around for staff meetings and to give them ownership over the curriculum and ownership over what they're teaching. I think that's very important because they're looking at the bigger picture rather than just a little snippet of education. It also gives the staff a good chance, and the time to work on the strengths and weaknesses to develop the student. It's not going to happen in two weeks but over a semester or a year it can. Things happen over time (Henry, liaison Lecturer 2001).

However, I think we have a problem at the University level. I think the program has got to be integrated. It's got to be embraced and everyone's got to be behind it. Everybody needs to know from a staff point of view the content of the program, how it works and be involved in every step. I think it needs to become even a bit of a regular feature in staff meetings where we give the staff ownership of it and then they're more likely to embrace their

part of the program as well. It is a good idea but there are several things that need to be fixed - the technology and the communication (Henry, liaison Lecturer 2001).

The program was difficult to implement this year because of the workload issue. This year our workload possibly doubled and there still exists uncertainty and difficult circumstances which has continued for many months. There is a very negative morale in the faculty. And that issue may not change for a year or two because of the rapid departure of staff (Anthony, liaison Lecturer 2001).

We have not been engaged in appropriate planning whereby the methods lecturers have agreed upon the manner in which these sorts of days would be conducted (Anthony, liaison Lecturer 2001).

Firstly, the notion of a supportive school environment / ecosystem is noted as vital for the interns to experience and the importance of a sense of belonging, in order to establish ones identity as a teacher. This happens over time with support from others in a supportive school environment. Secondly, the ecosystem of the faculty was not seen as positive and many major issues, way beyond the internship program itself, were having an impact upon the morale of the staff. However effective lines of communication, and improved relationships within the Faculty at large, is recognised as a means of achieving a shared ownership of the program.

Systemic Change (Open, ongoing and pervasive change in which change to the parts, changes the whole)

Michael: Why do you think students didn't use the CMC network?

Henry: Probably a number of reasons. I think the initial problems were with installing it, getting the stuff on the system. It put a bit of a dampener on it. If you don't have success first time up then you are less likely to have follow up

success. If the students do not see it as successful very early I don't think they're going to embrace it and take it on. There were also students who didn't have access from home so it became an unusable medium (Henry, liaison Lecturer 2001).

There is always the issue of technology with students, especially older, mature aged students in this generation. Some just are not computer literate. Some could not do a word document let alone interact with somebody online. There was quite a bit of reluctance and education is needed to get those people to embrace that technology - people like Bruce, just didn't want to know about it (Henry, liaison Lecturer 2001).

I think that another issue is that the internship was not brought into the subject assessment. It was just this separate thing and the students saw it as being separate and not part of their requirements. Therefore it was not embraced as much as it should be even though it was their practicum. So in order for the internship to be successful it has to be interwoven with the subject materials. This was done in primary but not in secondary (Anthony, liaison Lecturer 2001).

Changes, especially in the use of technology seem to always embrace a wide range of issues and preconceived attitudes. Shifting understanding is not easy and some personal stubbornness doesn't help when trying to engender change. An unwillingness to push the boundaries, or do something different, or to do something not mandated seems to be a major issue to some people. It would also seem that if something does not work the first time, for what ever reason, then it won't be tried again. Others are just unwilling to address change at all. Still others will not engage in that which is not required, or mandated for them to do, e.g. attend and participate in a seminar program, or engage in a conference of the FirstClass network.

Mentor teachers 2002

A similar framework, to that which was used to analyse the data from the interns, mentor teachers and liaison lecturers, has been applied to assist in presenting the patterns of understandings emerging from the mentor teachers of 2002. Their responses to the 2002 survey, conducted in October of 2002 are organised according to the four main elements of: self, others/social, ecosystem and systemic change.

In a revised format, to that of 2001, five questions were presented to the 2002 mentor teachers in a survey with the intent of providing them with a structured opportunity for reflection about the Internship year that they had been so vitally involved in. The mentor teacher group was also encouraged to write a small vignette to summarize their thoughts about the year and / or to meet with me for a one to one interview. Twenty-four (24) mentor teachers completed and forwarded the survey and fifteen (15) participated in an interview.

Table 18 below indicates the mentor teacher group level of understanding, in the nine key areas of understanding and presents a snapshot about the level of understanding of the mentor teacher group of 2002. There are only two areas that were identified by mentor teachers as areas that they did not have a clear understanding, or little understanding about. These were the role of the Liaison Lecturer and the use of the CMC network.

Table 18. Level of understanding of the following

	Self				Self	
	The manner you have supervised intern				The manner in which you assessed your intern.	
Little understanding	0/24	0%		Little understanding	0/24	0%
2	0/24	0%		2	0/24	0%
3	1/24	4%		3	2/24	8%
4	9/24	38%		4	6/24	25%
Very clear understanding	14/24	58%		Very clear understanding	16/24	67%
	Self				Others	
	Your role as a mentor teacher				The role of the Liaison Lecturer	
Little understanding	0/24	0%		Little understanding	3/24	12%
2	0/24	0%		2	8/24	34%
3	4/24	16%		3	6/24	25%
4	12/24	50%		4	6/24	25%
Very clear understanding	8/24	34%		Very clear understanding	1/24	4%
	Others				Others	
	The need for frequent reflection				The need to guide your intern with their PDP	
Little understanding	0/24	0%		Little understanding	1/24	4%
2	0/24	0%		2	1/24	4%
3	6/24	25%		3	8/24	34%
4	11/24	46%		4	7/24	29%
Very clear understanding	7/24	29%		Very clear understanding	7/24	29%
	Systemic Change				Systemic Change	
	The purpose of the internship				The process of Reflective Mentoring in the	
Little understanding	0/24	0%		Little understanding	0/24	0%
2	0/24	0%		2	0/24	0%
3	1/24	4%		3	6/24	25%
4	4/24	17%		4	11/24	46%
Very clear understanding	19/24	79%		Very clear understanding	7/24	29%
	Systemic Change					
	The purpose of the CMC network					
Little understanding	8/24	33%				
2	5/24	21%				
3	7/24	29%				
4	4/24	17%				
Very clear understanding	0/24	0%				

With reference to the CMC network, Table 19 below provides an additional understanding about the thinking of the mentor teachers.

Importance of ICT in schools and use of the CMC Network

Table 19. ICT skills are vital for teachers. I have used the CMC Network

Disagree	0/24	0%
Agree	0/24	0%
2	1/24	4%
3	2/24	8%
4	10/24	42%
Very strongly agree	11/24	46%

Disagree	12/24	50%
Agree	5/24	21%
2	3/24	12%
3	1/24	4%
4	2/24	8%
Very strongly agree	1/24	4%

In Table 19 eighty eight percent (88%) of the mentor teachers strongly agree that ICT skills are vital for today's teachers but only twelve percent (12%) actively used the CMC network. The reasons this will emerge later in this discussion.

Reflective Mentoring

Table 20. The process of reflective mentoring has helped my intern

Disagree	0/24	0%
Agree	1/24	4%
2	4/24	17%
3	7/24	29%
4	7/24	29%
Very strongly agree	5/24	21%

There is a clear indication given in table 20 above that the process of reflective mentoring, introduced in 2002, has been understood and found to be effective by the mentor teachers. Fifty percent (50%) strongly, or very strongly agree, that the process has assisted their intern in becoming a self-efficacious beginning teacher. However, the remaining fifty percent (50%) all agree that the process has helped, i.e. no one disagrees that it has been of value.

Table 21 below indicates that the 2002 mentor teachers recognise the importance for the interns to learn about the twelve areas that had were selected as important for interns to learn about in their internship year. These areas are mostly

focused on the various components that make up the ecosystem of the school. However, the importance of building relationship with the staff, student and the wider community are also recognised as important.

Table 21. Importance for the intern to learn about the following key areas

	SELF				OTHERS	
	Their concept as a teacher				Impact on wider community	
Not important	0/24	0%		Not important	0/24	0%
A little important	1/24	4%		A little important	1/24	4%
Neutral	2/24	8%		Neutral	5/24	21%
Important	5/24	21%		Important	10/24	42%
Very important	16/24	67%		Very important	18/24	33%
	OTHERS				OTHERS	
	Positive relationships (students)				Positive relationship Staff	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	0/24	0%
Important	4/24	17%		Important	5/24	21%
Very important	20/24	83%		Very important	19/24	79%
	ECOSYSTEM				ECOSYSTEM	
	Teachers daily work				Curriculum Develop	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	2/24	8%
Important	0/24	0%		Important	6/24	25%
Very important	24/24	100%		Very important	16/24	67%
	ECOSYSTEM				ECOSYSTEM	
	School use of ICT				Being part of the staff	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	7/24	29%		Neutral	1/24	4%
Important	12/24	50%		Important	3/24	13%
Very important	5/24	21%		Very important	20/24	83%
	ECOSYSTEM				ECOSYSTEM	
	School Life in general				Expectations of a BT	
Not important	0/24	0%		Not important	0/24	0%
A little important	0/24	0%		A little important	0/24	0%
Neutral	0/24	0%		Neutral	1/24	4%
Important	7/24	29%		Important	10/24	42%
Very important	17/24	71%		Very important	13/24	54%

It is within the experience and safety of the schools ecosystem that the interns establish their concept of what it is for them to be a teacher, i.e. their identity, and they do this in relationship to the others within the social culture of the school. In the

2002 program communication with the mentor teachers, especially in key areas of supervision, the goals of the program and assessment were clearly understood. It is also apparent that the mentor teachers embraced the initiative and introduction of the process of 'reflective mentoring'.

Interview feedback presented by the mentor teachers

In a similar procedure to that used to present the data from the 2001 mentor teacher group I now intend to present the points of view expressed by some of the mentor teachers of 2002. Because fifteen (15) mentor teachers were interviewed it is not possible to present everything that they made comments about in the interviews. However, their thinking and their judgements about the internship program and teacher education is organised in their own words, into the framework of self, others/social, the ecosystem and systemic change as a means to facilitate interpretation.

Self (personal experiences and opinions located in time and space)

I feel that for this program to really be valuable larger blocks of time spent in school would be better than two days a week for two terms that are not even consecutive and more contact needs to be forthcoming from the university so that students realise the importance of the program to their future (Jane, mentor teacher 2002).

It has been a pleasure to be involved with the development of these fine young people, and it has been a level of excitement for all the staff to watch them get placed quickly for the next year. While it is time consuming for the intern, it certainly is a great way to spend the last year of training (Libby, mentor teacher 2002).

I believe that it is a valuable part of their preparation as members of the teaching profession, and their development as teachers (Maurice, mentor teacher 2002).

I felt this year the interns were let down by the university. No one came out to check on their progress or to speak to any of the mentors regarding their intern. Also, I felt that often the interns were confused about what their "project or task" entailed and details that were eventually given, were not concrete enough and had little relevance [his emphasis] to the school based needs of both interns and the classroom format (Bruce, mentor teacher 2002).

A very valuable and excellent way to be introduced to a professional career. (Louise, mentor teacher 2002).

My intern was a valuable team member. This was evidenced by her efforts and dedication, like coming into school many more days than required. (Clare, mentor teacher 2002).

Internship is a great way to train teachers and the experience of dealing with the same students over a year ensures that the interns have a good idea of the development student's go through (Jackie, mentor teacher 2002).

I actually thought it was more like working in partnership. There'd be times in the classroom where things would go wrong with me and I'd have another person to talk to about it and ask her what she thought about it. It was really good to have that other person just to share the day, like parent issues. Also we talked about what would happen to her next year when she's in her own classroom and different issues come up (Barb, mentor teacher 2002).

When I was watching her teach in the last few weeks of her internship I just thought it was wonderful to see such a positive and assertive approach in dealing with the children (Carolyn, mentor teacher 2002).

For a teacher of my years, it's great to be involved in seeing these young teachers come along because they are bringing back that energy to school, which is what we need. We all get a little bit older and they give us that extra bit of energy and youth that we need and I am very happy to see these young teachers coming through. (Camila, mentor teacher 2002).

I think they came in extremely nervous and not knowing where they fitted within the school to start with and towards the end they were accepted as staff members. I'd let either of them have my grade if I was away and I'd be happy to know that I'd come back to what I'd left for them (Cathy, mentor teacher 2002).

You do get to see the ongoing development of the student teacher, and that's rewarding in itself. It was lovely to see that Claire got snapped up to fill the position here during the course of the year - that was rewarding for me. I also think the best thing about it is that not only did she get to form a relationship with me as a mentor, but she also got to make friends in the staff room. She's got a support network here now that will also be there next year (Charles, mentor teacher 2002).

So many different thoughts are presented in these personal comments by some of the mentor teacher of 2002. For the most part they speak positively of the interns and their energised contribution to the life of the school. These mentors also recognise their own personal contribution and effort in the program, but believe it is worthwhile because of the impact on the interns and their professional development. It is seen as a two way process, one of gradual growth and as an effective way to finish the final year of pre-service teacher education. Some mentors are still not convinced that much of the empowerment in this final year rests within the school and within the interns themselves. They expected more from the university in terms of support, traditional visitation and some wanted block placements. Perhaps these

mentors would benefit from further professional development and some guidance to recognise other successful ways of conducting field placements.

Others/ Social (involving others through relationships, partnerships, engagement, interaction and communication)

I don't think there was a lot of contact with the university, but there was always the opportunity for contact. If we were concerned about something we were always able to ring and speak to someone. The good thing about it was that we knew who to contact, we knew who had placed the interns and was overseeing them (Katrina, mentor teacher 2002).

I rang you once or twice if I needed to contact you. There was always someone I could contact. There were plenty of briefings. The contact was fine. That's my perspective. I felt if I wasn't sure about something I'm quite happy to get on the phone and ring up (Jill, mentor teacher 2002).

William: "In terms of the internship, we needed more communication between the college and the school."

Michael: "Do you mean more contact between the university and the school?"

William: "Yes. It would have been nice just to have one visit a semester from someone to chat and say "how are we going, what are you doing, have you any concerns" (William, mentor teacher 2002).

Well, I think it has been really beneficial that you have an extra pair of hands in the classroom. I think I have learnt a lot from my intern and I hope she's learnt some things from me too - different ideas and different ways of doing things. I find it to be a really positive thing because I think you pick up all the

theory but you also need to be out there in the classroom, coping day to day and thinking on your feet (Jenny, mentor teacher 2002).

I think it's so important for interns to learn practical strategies and be able to promote positive behaviours in dealing with difficult children. Our socio-economic level is very low here in Manuku Road P S so there are all sorts of issues to deal with. Sometimes, and especially if you come from a middle class family, you can have unrealistic expectations of some of these kids. There are issues to deal with and strategies need to be developed. You just have to learn how these kids think and their reasons for behaving the way they do, particularly in the Middle Years (Carolyn, mentor teacher 2002).

These mentor teachers seem to understand the devolution and empowerment that has been transferred to the schools in a partnership with the university. The regular contact has been all that most of them needed. Some mentors indicated that occasional PR (Public Relations) visits would also be valuable. They recognise, that as mentors, they build together with their intern a strong relationship that is also a partnership facilitating the synergy of theory and practice. The value of working in the school setting enables the interns to come to terms with their own belief systems and in practice is reality therapy of 'life as it is'.

Ecosystem (The network of inter-relatedness and inter-dependence)

I think they've always felt welcome here and are part of the staff. They feel like they belong. They've been involved at assemblies where they have had to stand up and talk and be involved in staff meetings. As the year has progressed they have become more confident and have made more contributions. I guess they're just treated like teachers (Jill, mentor teacher 2002).

One of the other main benefits of the internship is the way they fit into a staff and learn about the whole school. How the school runs, the whole school plan, being involved in section meetings as well as whole staff meetings, becoming aware of the extra jobs that come with being a member of staff, not just your own classroom which tends to happen with a student teacher. They haven't got the time to see the school over the whole term if they are doing a block of three weeks. She saw the initial set up at the start of the year and was involved in staff meetings and became a part of the staff right at the start and became involved in the whole school from that point on (Camila, mentor teacher 2002).

I think the bottom line is that we actually value the person. It's a whole school thing that happens in a very supportive environment (Patricia, mentor teacher 2002).

There is always an issue in this school that you just never have enough time to just sit down and properly speak with a student (William, mentor teacher 2002).

CRT (Casual Relief Teacher) issue

I had one issue Michael and that was the CRT work that these interns were doing in other schools. I found that a little bit difficult in the third term because that was like a priority instead of being in the school. CRT became the important factor because the money was great. We'd be planning and she was meant to be coming in, but it wasn't happening, because she'd be caught up with CRT work and her days were held off until another week. It wasn't as smooth running as it was in the beginning (Helen, mentor teacher 2002).

A sense of belonging to a school and recognition as a staff member rather than as a student seems to make a big difference both to the interns and the mentor teachers. Being valued as a staff member and seeing the whole life of the school for a year opens a different school world perspective for the intern - one that can only be achieved through spending quality time in a school. Unfortunately time is also an issue in a busy school and finding opportunities to chat seems to be a creative experience in it own right. An understanding of school culture, a sense of commitment and a sense of belonging are difficult understandings to be embraced by interns who decided, against university and employing authority policy, to work as CRTs during their internship year.

Systemic Change (Open, ongoing and pervasive change in which change to the parts, changes the whole)

The value of the program

One of the things that I liked about the program is that it was flexible enough to allow room for negotiation - the university lectures were all on one or two days which allowed her to spend extra time here (Sarah, mentor teacher 2002).

I really like the concept and idea of intern mentors. The benefits were two way and I really valued Neil. I'm really stuck now in 4th term, I haven't got my extra pair of hands there (Kerryn, mentor teacher 2002).

As a student teacher, they tend to pretty much model the teacher that they are with, but as interns they really are teachers. They are here regularly and they are actually another teacher in the grade. The children treat them as another teacher, not a student teacher. There is an increase in confidence in the interns because they are a proper teacher in the grade; they're not just there for a couple of weeks to complete an assignment (Camila, mentor teacher 2002).

Having someone new on board prompted other staff members to reflect on their teaching and learning development (Patricia, mentor teacher 2002).

Normally student teachers are in and out in six weeks and just as their leaving they are having to deal with a lot of mistakes they have made over the last six weeks. So this internship program is pretty good because its focus is ongoing commitment to a particular school and to particular classes (William, mentor teacher 2002).

The mentor teachers recognise that the internship concept provides room for the intern to, negotiate and be flexible; develop a two way relationships built on trust; gradually develop confidence over time, and, promotes a real sense of commitment to others in the school community.

CMC network

The CMC network did not work for us, and we were not supported in its implementation, hence nothing was done (Bruce, mentor teacher 2002).

I guess by the time we got through all the DET (Department of Education and Training) Guff on our E-mail we hardly feel like looking elsewhere (Isabel, mentor teacher 2002).

Unfortunately I rarely accessed the CMC network mainly due to time constraints and workload during school hours. I do not have Internet access at home (Harry, mentor teacher 2002).

I'm sorry. I would've liked to have used the CMC, but in day to day teacher's life, you get so swamped with jobs that take a higher priority that you never get to it. I hope other mentors utilised it better (Tony, mentor teacher 2002).

Time is a major consideration. I'm really not into chitchat with people I am barely familiar with (Maggie, mentor teacher 2002).

We had a lot of trouble getting it up and running. I never received any PD on it so I didn't know what was required and I'm very much a person that I've got to be shown it. I don't have the time or energy for extras. Seriously, by the time the day ends, you've got meetings in the morning, meetings at night, all I've got on the computer is my work program. I haven't even opened my e-mail. I've just been flat out. That's the main reason (Carolyn, mentor teacher 2002).

I really didn't see the need for the network. If I needed to I would use the phone. Anyway we had enough contact (Donald, mentor teacher 2002).

Our school is very protective of its network systems so it was almost impossible to get the FirstClass CMC network going. You know people won't access it unless they know there's value for it (William, mentor teacher 2002).

As already noted earlier the mentor teachers rarely used the CMC network. They have provided their reasons for not using it such as a lack of PD and support from the university, no time to access it, no need to use, no ongoing support in using it and finding no value in it for them. One of the interesting comments made by one of the mentor teachers was the comment that she was not into chit chat on a network with people that she didn't know. Overall it would seem that there were other forms of contact, other than the CMC network, that met the communication and contact needs of the mentor teachers.

The process of 'reflective mentoring'

I didn't want to comment too much on specific things with her. I actually wanted Louise to think and say things about how she did something and why. I think that she became better at it as the internship went on and I think she became more comfortable with the idea of judging what she had or had not done without being too hard on herself. You've got to learn to be realistic

with your time constraints and your personal life (Katrina, mentor teacher 2002).

Reflective mentoring is probably a better word than supervision. Supervision implies that you're looking down on them whereas this is more like we are partners in what we're doing (Phil, mentor teacher 2002).

In using the process they actually had to reflect on what they were doing. Nine times out of ten I didn't say much. It was an opportunity to let them unload and they'd come and say things like "I could have done this". Their reflecting came out with their own suggestions. I'd throw a couple of ideas in but a lot of it was their own thinking. I was a sounding board to guide them in different ways and I think that's good for them (Cathy, mentor teacher 2002).

She didn't like going outside the boundaries and I think she gradually developed confidence that grew because she had to dabble outside her boundaries (Patricia, mentor teacher 2002).

Yes, to me there's a challenge in reflective mentoring. There needs to be a bit of pushing in order to get them thinking about what it is they're doing in the classroom Like - What do you want to work on next? How are you going to make it happen? What do you need to do, to do what you want to do? And why do it? Initially they hate it because its too hard for them. They have to work at it, but usually by the end of it they're out the front. It is hard to be asked to think about what they're doing and to provide answers. I'd say they're frightened of it. They do dislike it initially. I'd say "I'm asking you to think". They'd say "I don't want to think. I want to do the work" (William, mentor teacher 2002).

The mentor teachers strongly supported the concept of the process of reflective mentoring over traditional forms of supervision. In reflective mentoring sessions the mentor teachers recognised that they were not in a power position over the interns. It was effective when implemented as a one to one relationship build on mutual trust. The intern was personally empowered by themselves, not necessarily by their mentor, to recognise and raise their own questions and provide their own answers and solutions. From time to time the mentor needed to push their intern to think for him or herself rather than tell them what had taken place, or was occurring, in a particular event or occasion. In this way the mentor could push the boundaries and challenge the intern.

Liaison lecturers 2002

In November of 2002 the liaison lecturers were asked to respond to five questions in a survey. These questions provided them with a structured opportunity for reflection about the Internship year that they had be associated with, as a mentor to a small group of interns. The liaison lecturers were also encouraged to meet with me for a one to one interview. Three Liaison lecturers, out of a possible six, completed and forwarded the survey and participated in an interview.

Because there were only three liaison lecturers it is meaningless to generalise or make group statements about their understandings of the program. However, in describing these three lecturers of 2002 it is clear that they had three things in common. They all stated that they clearly understood the purpose of the internship, clearly understood what reflective mentoring was about and they clearly understood the manner of non-intervention 'supervision' within the internship.

A further six areas were recognised by the three liaison lecturers as important for interns to learn about during the internship year. These were the need for the intern to establish positive relationships with students and the school staff, the need to learn about curriculum development, classroom planning and classroom management and lastly to learn about their concept of themselves as a teacher, i.e. their teacher identity. Perhaps it is sufficient to say that these lecturers succinctly identified the crux of this school-based internship.

Once again the framework, which has been previously used to analyse data from the interns, mentor teachers and liaison lecturers, has been applied to the

interview data to facilitate interpretation and to assist in recognising the emerging patterns of understandings from the liaison lecturers of 2002. Responses have been organised according to the four main elements of: self, others/social, ecosystem and systemic change.

Self (personal experiences and opinions located in time and space)

I don't think I have been successful a mentor at all. This has been largely due to the independent study pattern of my students and a lack of pro-active facilitation on my behalf. I have always made myself accessible to my students and encouraged communication. On the one occasion I was asked for mentoring help I provided it, with what I feel was with appropriate enthusiasm and professionalism. They tended to operate independently. I opened the door and offered advice and I set up First Class. However, there was no real information flow so I guess what I did was put the offer out there for communication, it was up to them. There is also an ongoing problem that some just want to do the minimum, i.e. what do I need to do to pass? They will not engage in anything extra (Henry, liaison lecturer 2002).

I have a concern that there was an awful lot of anxiety at the beginning of the year for the interns because of their lack of school experience. It was probably more appropriate to have supervision as opposed to mentoring in the sense that lots of basic issues needed to be addressed. Like, "Don't talk to the students when you are facing the blackboard, or, wait until students are ready before you begin" (Larry, liaison lecturer 2002).

I think that mentoring from the teacher's perspective is from colleague to colleague whereas the student teacher simply doesn't know, then it's a matter

of instruction via supervision as opposed to "let's share this as professionals" (Larry, liaison lecturer 2002).

I think the program is a fabulous idea and it has a lot of merit in that because the interns can have such a definite involvement within the schools (Marie, liaison lecturer 2002).

The perspective of all three liaison lecturers is different in a number of ways. Openness and communication seem to be important to Henry who also thinks he could have done a better job of it. Larry is concerned about the preparation, especially of the secondary interns, before they enter the schools. He leans towards the more traditional forms of supervision rather than mentoring. His language also indicates this more traditional approach to field placement. Marie is very positive and sees it as a good thing that the interns are out there and involved.

Others/ Social (involving others through relationships, partnerships, engagement, interaction and communication)

Unfortunately they don't seem to have the ability of wanting to engage unless there is a push, a stick or a carrot. I don't know what the 'carrot' is but I don't think they can see the rewards because they already think they're getting it all from their mentor teacher in the schools. They somehow think that their mentor teacher has all they need to know and offers them everything they need. Maybe it is, and maybe it isn't (Henry, liaison lecturer 2002).

Often they don't know what they want or need. Like they don't turn up to the seminar day on CV writing and then want individual help in preparing a CV. They don't want it, but then they want it. Apart from making it a requirement, I don't know how you make them see what is beneficial to them (Henry, liaison lecturer 2002).

Some teachers were saying that we have organised a fourth year student placement and they are entering into classrooms never having held a stick of chalk and never spoken to students before. It seems to be that the preparation in their course for the internship is lacking (Larry, liaison lecturer 2002).

The interns were actually taking on the role of a teacher rather than just being there and filling in time. You know when I did my Dip Ed we were never ever treated like a teacher. But these mentor teachers are really very supportive and very happy to have them. They would say "I'm dreading when they leave" because they are just so great to have. They are valued. You know the mentors really want to assist and pass on what they know through their experience and their knowledge and they have quite a nurturing role (Marie, liaison lecturer 2002).

Whereas Henry is concerned that some interns lack motivation and look towards only doing the minimum Larry thinks that they are not well enough prepared when they start the internship year. Marie sees the difference in using this model and recognises the great value of the mentor teachers. I think Henry's problem has arisen a number of times throughout this document and it perhaps indicates a particular socialisation occurring in traditional schooling. This socialisation is perhaps focused on a rewards-based education system. That is, "What's in it for me? What will I get out of it? What's the bottom line and the minimum that I have to do? Of course the mentors are focused on the opposite of this. They are keen to offer and do as much as they can for the "others" in contact with them.

Ecosystem (The network of inter-relatedness and inter-dependence)

I think it's great that students are in schools for an extended period of time in a consistent part of each week. I think that the time factor allows people to make decisions and establish themselves as part of a team or staff member.

They get a better picture of what school life is and they are more likely to be given responsibility and ownership of programs. Allowed to make input into curriculum and be asked to plan. I guess it's an extended job interview and they prove themselves (Henry, liaison lecturer 2002).

Basically I saw a combination of supervising teachers that were willing to allow students to engage and experiment, as opposed to simply do what they are told. That seems to be an important issue. The advantage of the idea of students doing an internship over a period of time as opposed to a block allows for more reflection taking place because they are engaged with classes over time as opposed to working flat out simply preparing for the next lesson with no time for reflection (Larry, liaison lecturer 2002).

I think the way that I have heard mentor teachers talk about their interns indicates to me that they really nurture and appreciate the relationship developed with the intern. It is an equal relationship (Marie, liaison lecturer 2002).

The safe ecosystem of the school provides an environment where the intern has the potential to see the workings of the whole school and prove him or herself to be ready to take on the task of teaching. Henry states it well in saying that it is like a year-long job interview. Larry values the longitudinal experience in the school setting because it provides the opportunity for reflection and Marie recognises the central importance of relationships.

Systemic Change (Open, ongoing and pervasive change in which change to the parts, changes the whole)

The process of reflective mentoring works as long as good communication is there. It also depends upon how good that teacher is as to whether the student is getting anything out of it. They need be challenged in what they are doing,

and they as interns, need to be willing to challenge the curriculum. How do they do that unless they have open communication? Students will always gravitate towards personalities to do the deep and meaningful discussions about their life and if they like someone, they're more likely to put time in with that person. They choose friends by common interests, those who are easy to talk to, friendly, inviting. It is so much focused on the social (Henry, liaison lecturer 2002).

I did see value in the CMC network but it was under utilised because it was not a priority for some students, mentor teachers or lecturers (Henry, liaison lecturer 2002).

From the students' perspective I saw the CMC network as an advantage. It was easy access and it allowed them to at least put something down any time during the day. For me, I could get a message to them at any time and they could collect it at their leisure. It was a great resource especially for the primaries (Larry, liaison lecturer 2002).

I found that when I logged onto the CMC network I had some terrific discussions. I had a couple of girls last year, like Lyn, who were so proactive in getting some great discussions up and running. You need people like her to get things moving. There some were problems in schools, with technical things, but I saw terrific things going on (Marie, liaison lecturer 2002).

Henry is indicating that he recognises, or has a hint of, a potential problem in the mentor/ intern relationship. This is about the intern being challenged and daring to question what they are experiencing in the schools and being offered by the mentor teachers. Without people to challenge them the interns may well just fall into the old habits, or the accepted practices of the school, whether they are "good for the kids" or not. Perhaps it is a good thing that the interns don't chose their mentor teachers,

or liaison lecturers, so that they don't just associate with those who like them and that they like.

The CMC network is seen by the liaison lecturers to have value and potential but was essentially under utilised.

Chapter Summary

The support provided by the university, with a briefing session and the internship folder, did not appear to meet the needs of the mentor teachers involved in the internship of 2001. It would seem that along with the introduction of the 'New Internship Program' there was insufficient information provided to the schools. This lack of preparation led to some key misunderstanding with the mentor teachers who apparently were still expecting the implementation of a traditional form of university supervision.

Overall the mentor teachers considered the internship model of field placement as a worthwhile initiative. They highlighted the benefits such as time in the school, watching children develop, intern knowledge about school life and a sense of belonging. They were pleased to see 'their' interns progressively develop and grow in confidence, reflection and knowledge over the year. The mentor teachers who were interviewed strongly supported the notion of mentoring and see it as relationship-based, developmental and as a successful means of encouraging self-reflection. Unfortunately some mentors only saw themselves in the traditional role of a supervising teacher rather than as a supporting mentor teacher. Preparation of the mentor teachers would overcome this misconception

The mentor teachers recognised the value of university and school partnerships and recognised their strengths as experienced teachers and mentors. However, they did request ongoing support from the university. They wanted preparation programs for mentor teachers and concise documentation concerning the expectations on the schools and mentor teachers.

The two liaison lecturers who took part in the study in 2001 expressed their support for the program but recognised that there were communication issues that that needed to be sorted out. Partly because of internal politics within the faculty, the internship program was poorly supported by a number of staff. There was unwillingness by some staff members to push the boundaries, or to do something not

mandated. The most disappointing aspect was that the staff had agreed that the internship program, including the CMC network and the seminar program would take the place of traditional school visits and supervision. However, most of the lecturers did neither. They did not support the internship seminar program, gave little or no support to the interns and made no visits to schools.

The mentor teachers of 2002 re-emphasised that it was within the safety of the schools ecosystem that the interns establish their concept of what it is for them to be a teacher, i.e. their identity. It is also interesting to note that the mentor teachers of 2002 felt that the communication about the internship was very clear and they embraced the initiative and introduction of the process of 'reflective mentoring'.

The mentor teachers strongly supported the process of 'reflective mentoring' over traditional forms of supervision. They recognised that it was effective when implemented in a one-to-one relationship built on mutual trust. The interns were personally empowered by themselves to recognise and raise their own questions and provide their own answers and solutions. The mentor teachers understood the devolution and empowerment that has been transferred to the schools in a partnership with the university. However, some mentors indicated that occasional Public Relations (PR) visits would also be valuable.

As noted earlier in this account the mentor teachers rarely used the CMC network. Overall it would seem that there were other forms of contact, other than the CMC network, that met the communication and contact needs of the mentor teachers.

The perspective of each of the three liaison lecturers surveyed in 2002 is different in a number of ways. One of the perceived problems was the mentor / intern relationship. There is a potential problem with relationships in which the mentor teacher does not challenge, or try to extend the intern. On the other hand the intern may also feel intimidated, or made to feel uncomfortable if he or she dares to question the existing practices in their PDS.

The CMC network although recognised as potentially useful for all involved in the internship was essentially under utilised and largely of no value to the mentor teachers or the liaison lecturers.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. Alvin Toffler

TAKING THE TIME TO STOP AND THINK

I have now travelled far down the mountain stream and reached a point of transition in my research journey. In thinking back to my metaphor I recognise that I have now reached the snow gum that resides and marks the top of the waterfall. To navigate the stream further is now impossible because of the obstacle of the waterfall. However, I recognise what I need to do and paddle my way to the side of the stream and disembark. It is now time for portage of the canoe and my possessions because the journey cannot continue on the water. As I remove my possessions I take stock of what I have and what I am prepared to carry down the embankment of the waterfall. At the base of the waterfall I will repack my canoe and continue on my journey.

Figure 7. Visiting with the snow gum: a time of transition

This is the time in my research when I recognise and pull together the insights, concerns and the learnings of my journey of research. I will gather my learnings together in this chapter of new insights, knowledge, thoughts and feelings, experienced and realised along the way. I will also share an understanding of my new skills developed as I have journeyed with others and come to understand my world and myself a little better. Most important of all I will present ways in which the educational community can be guided to re-conceptualise teacher education in this post-modern digital world. I deliberately use the word 'guided' because I do not

believe that I should be telling others in the educational community what they should be doing. The guidance is intended to provide a framework for thinking which in turn provides a basis for effective educational judgements. In the opening chapter of this account I made it clear that I wanted this research to be of value, contribute to the world of knowledge and to make a difference both in my life and work as a teacher educator and in the wider educational community. It has already had a significant and positive impact on my life.

The central importance of children

I have always had the belief that the centre of formal education, and indeed the prime reason that we have formalised schooling at all, is for children, our successors on planet earth. If this is accepted as a non-negotiable fact then education / schooling becomes focused on the learning in its students, rather than about teaching and the teachers transfer of a body of knowledge to another person. I am presuming, perhaps tongue in cheek, that the only reason an education, or the opportunity for learning, is provided at any level whatsoever; be it primary, secondary or tertiary, is to assist and guide individuals in their movement from one level of understanding, perspective or knowledge of the world, to another level. A 'good education' in this sense would therefore be intended to assist and guide persons, including children, in living a purposeful life and perhaps provide a reason for existence. However, in this time of 'New Right' economically driven and tightly managed politics there only seems to be a place for outcomes-based education. Watkins and Blackmore (1993) suggest that "It is now seen to be in the 'national interest' to restructure education and make it more productive in the economic sense. This is linked with the view that education will be more efficient if it serves market forces" (Watkins & Blackmore, 1993, p. 197). The market forces expect outcomes, which are mostly to do with skills, competencies and attitudes of growing the economy and stimulating entrepreneurial activities. Credentialism, and putting people into particular boxes continues to externalise motivation leaving little time to digest the wider implications. Mackay (1999) informs us "We have been adapting to the changes, of course. Given time we usually do... Occasionally, we pause and wonder where the roller-coaster is taking us – and, especially our children"(Mackay, 1999, p. 301). To come to a clearer understanding of the central importance of children and to establish some

foundations for an alternate education I re-visited Lakoff's (1999) work on morality and Glasser's (1998) work on Choice Theory. As already mentioned in this account the first and prime educators of children are parents who "have the responsibility of protecting and nurturing their children, teaching them how to protect themselves and how to act morally towards others" (Lakoff & Johnson, 1999, p. 301). Coupled with this parental responsibility are the rights and the basic needs of children. Lakoff expresses this in the following way. "Children have a right to adequate nurturance, protection, and education, and parents have a moral duty to provide it" (Lakoff & Johnson, 1999, p. 302). Perhaps herein lies one of the many dichotomies associated with the raising of children which revolves around the balance between parents preforming their moral duty and children, or indeed all people, learning how to manage their own behaviour, learning how to manage their own learning and how to be responsible for themselves and for others. According to Glasser (1998) all of us have five basic needs. "We are driven by five genetic needs: "survival, love and belonging, power, freedom and fun" (Glasser, 1998, p. 335). The meeting of these needs motivates all human behaviour and indeed the behaviour of children. Glasser's (1998) "Choice Theory" suggests that:

> All behaviour is total behaviour and is made up of four inseparable components: acting, thinking, feeling and physiology... All total behaviour is chosen, but we have direct control over only the acting and the thinking components. We can, however, control our feelings and physiology indirectly through how we choose to act and think" (Glasser, 1998, p. 336).

So how, and where, do children learn how to meet their basic needs and learn how to recognise their motivation for behaviour? Traditionally in western culture this has occurred within the family. Family, in providing nurturance and moral guidance, leads children to an understanding of what it means to care for self and to know how to behave towards others and indeed the wider community. According to Lakoff the "core of nurturance is empathy and compassion for the other. It focuses not on one's own rights but on the fundamental responsibility to care for other people" (Lakoff & Johnson, 1999, p. 310). When morality is seen as nurturance, indeed as a way of behaving in the world, learnt in the family, then the family-based way of living is

potentially extended into the wider community. Lakoff theorises this in the following way and it presents, in my opinion, an important connection to family, schooling and education in the 21st century. According to Lakoff's "Morality as nurturance metaphor", which goes like this

Family	⟶	Community
Nurturing Family	⟶	Moral Agents
Children	⟶	People needing help
Nurturing Adults	⟶	Perform moral acts

(Lakoff & Johnson, 1999, p. 310)

In the schools of the post modern digital world there is evidence, as suggested by Mackay (1999) of poverty and inequality. "About two million Australians are now classified by the Australian Council of Social Welfare as poor and 800,000 children are raised in homes where neither parent has a job" (Mackay, 1999, p. ix); bullying and aggressive behaviour, medicated and neglected children, unloved and seemingly impossible to teach children, and hungry children who just need breakfast. How so, and why has society fallen into so much disarray? Part of the reason perhaps lies in the reality that we live in a world characterised by a lack of security, economic inequality, individualism, competition, a break down of family and community life and rampant materialism. A further sign of the times is the reality that parts of the 'morality as nurturance metaphor', as described above, and, by inference ways of behaving in the world with respect to others, seem to no longer be taking place within the family and then in turn in the wider community. Evidence from the participants of this study confirm the rapid changes in society, the frequency of social welfare issues in schools and the impact on teachers who become forced to enact roles of nurturance that traditionally occurred in families. It is now considered normal for schools to employ a social welfare person in an attempt to share the load and to remove part of the welfare work from teachers in classrooms. However, the provision of nurturance, which all children need as a vital part of their development, is now generally accepted as a key part of teachers work.

The teacher metaphor

In light of the changes indicated above, and in light of the evidence presented in this thesis, I believe it is possible to extend Lakoff's (1999) metaphor, "a purposeful life

is a metaphor" (Lakoff & Johnson, 1999, p. 61) by presenting a metaphor to describe the role of a teacher in the post modern digital world.

- Teaching is a journey
- Teachers are co travellers with their students
- Their goals are their destinations both immediate and long term
- Relationships are their vehicles
- Difficulties are challenges
- Moral nurturance is empathy and compassion

Another way of presenting this metaphor is the following: Teachers engage in many journeys with their students who travel together with the intent and purpose of learning. Learning is never complete and progressively moves towards a 'state of becoming' though the accomplishment of many short and long-term goals. Effective teaching is relationship orientated which recognises the difficulties along the way as challenges. Teachers in today's world provide moral nurturance through the expression of empathy and compassion towards the children in their care.

Many parts of this metaphor can be recognised as the normal, or traditional elements of teachers work in western society. However, the degree, intensity and type of nurturance now required of teachers appear to have increased in the current educational settings because of the pressures of a post modern society. Because of this change our teachers need to be better prepared and personally empowered to deal with the new and different levels of nurturance required of them.

In relating, or likening, a teacher's work to that of a journey, travelled with others, namely students, in relationships, it is appropriate to consider the landscapes that teachers, and their student's, journey through. Bruner (1986) and White (1998), as already referred to in this account, refer to the following landscapes - the landscape of action and the landscape of meaning or consciousness. The landscape of action refers to events in time and space and sequences of events or plots. It is in this landscape that we discover evidence of how those involved in an experience, act, or engage. This study has researched the action landscape of the interns, the mentor teachers, the liaison lecturers and myself as subject and as researcher. In a similar way, and with the same stakeholders, within the landscape of meaning, or consciousness, the actors themselves have provided evidence of their consciousness

in terms of what they know, think, feel or understand. In many different ways the meaning, or consciousness, about the acts or experiences, that have occurred in the landscape of action, is brought into awareness and consciousness. It is about knowing, and knowing that you know. In this study the stakeholders were asked to think about their relationships, and about the events and experiences in the landscape of action, and to think about what the events and experiences suggest about people, current schooling / education and society at large.

The Landscape of Action

Within the landscape of action the Faculty of Education, with myself as one of the agents of change and innovation, introduced and implemented an alternate experience for the students engaged in their final year of PSTE.

The students were part of the implementation of the following initiatives

- students were referred to as interns
- supervising teachers were known as mentor teachers
- partnerships were established with schools
- Professional Development Schools were developed
- a network of mentor teachers and school-based internship coordinators was developed
- the process of 'Reflective Mentoring' was developed
- whole day workshops/seminar days became the means of contact with interns
- a Professional Development Portfolio used for reflection and evidence
- the interns were considered as adult learners
- the monitoring format was changed from supervision to mentoring
- field Placement requirements were changed from blocks of time to ongoing weekly contact
- a Computer Mediated Communication (CMC) network was introduced for resource sharing and communication
- school-based assessment of the intern's ability to take up a full-time teaching commitment was initiated
- an Action Research project was introduced for all interns with intended benefits for the school and the intern
- the interns negotiated the curriculum implemented

- Professional Development sessions were developed and presented to Mentor teachers

These are the acts within the landscape of action but they only become meaningful when the time is taken to examine the thinking, feelings, understandings and relationships of all those involved. This was conducted in the landscape of consciousness.

Landscape of Consciousness

Overall it is reasonable to say that the innovation of the internship for the fourth and final year students was experienced in many different, and at times profound ways. The evidence gathered from all the stakeholders, as presented in the preceding chapters, and expressed in a variety of different ways, clearly indicates in broad and specific terms that the implementation of this model has had considerable benefits for all concerned. Although it is apparent that the journey and the story of each person involved is different and unique there are some common threads or patterns of understanding that emerge and can be discussed in common.

Many interns expressed the feeling that they have had the time, space and support to grow personally and professionally throughout the year of their internship, negotiate their work, establish their identity as a teacher and come to know what it was for them to be a capable and self-efficacious teacher. They expressed the belief that they appreciated the longitudinal aspect of the experience, the support of mentor teachers, who allowed them to make mistakes, make decisions in their own right, test their own skills and grow in relationships with those around them. They also acknowledged the benefit of a combination of university and school-based learning providing a synergy between theory and practice. Many recognised that they needed this synergy in order to come to terms with what it is to be teacher. The internship experience seems to have provided the interns with the opportunity to question, examine and think about what they have been involved in, and see for themselves, firsthand, the importance of positive relationships and healthy ecosystems, which they now recognise that they have the power to create. The interns of 2002 in particular used the CMC network as a tool to facilitate their learning, provide an avenue for communication and as a depository for resources. Some interns would

have liked to see additional collegial and mentoring support from liaison lecturers in a mentoring role.

Many mentor teachers, expressed the understanding that they saw their role as a one-to-one mentoring relationship based on equality and mutual support. They keenly felt that the program was of benefit for the interns, for themselves and for the school. They appreciated their intern's positive and enthusiastic contribution to the life of the school, which was sometimes rewarded with employment. Schools seem to appreciate that have had the opportunity to see these potential beginning teachers in action for most of a year and the partnership between themselves and the university. The mentor teachers also seemed to enjoy the experience of working with interns and acknowledge the two-way benefits. They received an extra pair of hands in busy classrooms and enjoyed seeing, over the year, the gradual development and movement to team teaching partnerships between the intern and themselves. The mentor teachers also expressed their developing understanding of an alternative vision of education and teaching. The expression of this vision was in the understanding they no longer perceived their role as one of supervision and direction but one of 'letting go' and enabling the intern to recognise for themselves their developing skills, competencies and relationships. They realised that they needed to provide room for negotiation and the opportunity for the interns to make their own educational judgements. The contacts established with the university and the existing communication lines were expressed as sufficient to meet the needs of these busy mentor teachers who, at this time, saw no need for a CMC network.

The liaison lecturers although stating that they recognised the benefits of longitudinal experience in school-based settings also expressed the belief that they were struggling to come to terms with their role within a devolved and changed educational setting. Although the traditional aspects of a supervisory relationship have been removed, the full understanding of new relationships with schools, and partnerships with schools, has not as yet been fully realised, or taken up. Part of the reason for this was stated as a resource and workload issue. If would appear that the liaison lecturers needed to be willing to let go of the supervisory role, not because of workload issues, but because they see the need to facilitate partnerships, based on effective communication and regular contact with schools. This in turn would mean

that they would work with their interns who they know personally, and mentor their interns rather than supervise them. Even though the liaison lecturers had 'networking at their fingertips', with fulltime high-speed Internet connections, they did not avail themselves of the opportunity to use the CMC network. However, this non-use of the CMC network was only a part of an overall lack of contact by liaison lecturers.

Landscape of Transformation

My own thinking, learnings and judgements over the years that I have been involved in the internship and in teacher education have led me to new insights about education, pre-service teacher education and the world at large. One of these is a re conceptualisation - which adds to Bruner (1986) and White's (1998) landscapes of action and consciousness - a third landscape, which I refer to as the 'Landscape of Transformation'. It is within this landscape that we start to see things differently to that which we first thought. We start to live differently because we see another way of looking at the world and the 'others' within this world in which we live. This landscape comes about because of a major shift in consciousness and the development of a new 'worldview'. This state of 'transformism' names a changed humanity with human beings embracing the state of being 'transformed' and 'becoming'. Humanity, in this state, embraces the evolutionary pathway of change and a transforming super consciousness, which leads to a new 'worldview' of humanity recognising all other human beings as belonging to the single system of planet earth.

The means to bring about this transformism already exist within all humans because all humans have the gifts, or the faculties of thinking and judging. To Arendt (1990) all of humanity have the ability to conduct what she refers to as a "two in one" (Arendt, 1990, p. 446) dialogue. That is, in solitude, and away from the immediate concerns of the world, we examine in our own mind, as a spectator, the invisibles, the abstract and the unknown. The other essential faculty, possessed by each one of us, is our faculty for judging or what Arendt (1990) refers to as that which "realises thinking, making it manifest in the world of appearances" (Arendt, 1990, p. 446), that is, the actualisation of thinking. The landscape of transformation can only become realised through our thinking and our judging as both actors and spectators in the world in which we live. When we act in the world we do so after

thought, and in thought. In this way thought and action become one and are balanced.

In the landscape of transformation we are in a constant and recognised 'state of becoming' and our energies are future orientated. As we head for the unknown, with an open 'worldview' and with an unmapped future we know that knowledge is not in a black box, nor is it contained or containable. It is vast, unknown and uncertain. There is a need in this landscape of transformation for an ethical disposition and a renewed sense of morality, which becomes a way of living with others in the world. We become world aware, not just self-aware, and although we have the freedom to make choices we have a responsibility to ourselves, others and an interdependent ecosystem for the choices made. In this landscape the 'oneness of humanity' is recognised and rather than looking to transforming others, with our teaching, we transform ourselves and in doing so guide others to transform themselves. To a degree the Bauman (2001) concept of 'tertiary learning' is appropriate and applicable within the landscape of transformation. Freedom from habitualisation and the drawing together of the fragmentary pieces into new patterns are essential in this landscape. However there is a problem if we only hold those patterns of learning together until further notice. The problem lies with the post-modern condition of a lack of commitment. There are some things to learn in life that should be 'non negotiable'. The loss of these has perhaps contributed to a post-modern world in crisis and an educational system beset with new levels of challenge. These non-negotiables can be considered in terms of the meeting of basic needs, the way we live our lives, how we relate to others and how we view the world.

The one system

As humans beings we are one species and we live as the inhabitants of the planet earth, within a single system. This system is characterised by interdependence, human judgement and human decision-making. Arendt (1958) refers to this as our 'Plurality'. This is where we have our being; we live on the earth and inhabit the world. In spite of our differences every inhabitant has the gift of 'Natality' which Arendt (1958) refers to as the ability of humans to create and bring into being new things through the exercise of freedom. Each of us in the landscape of transformation has the potential to accept that we are in a 'state of becoming'. And, because we are

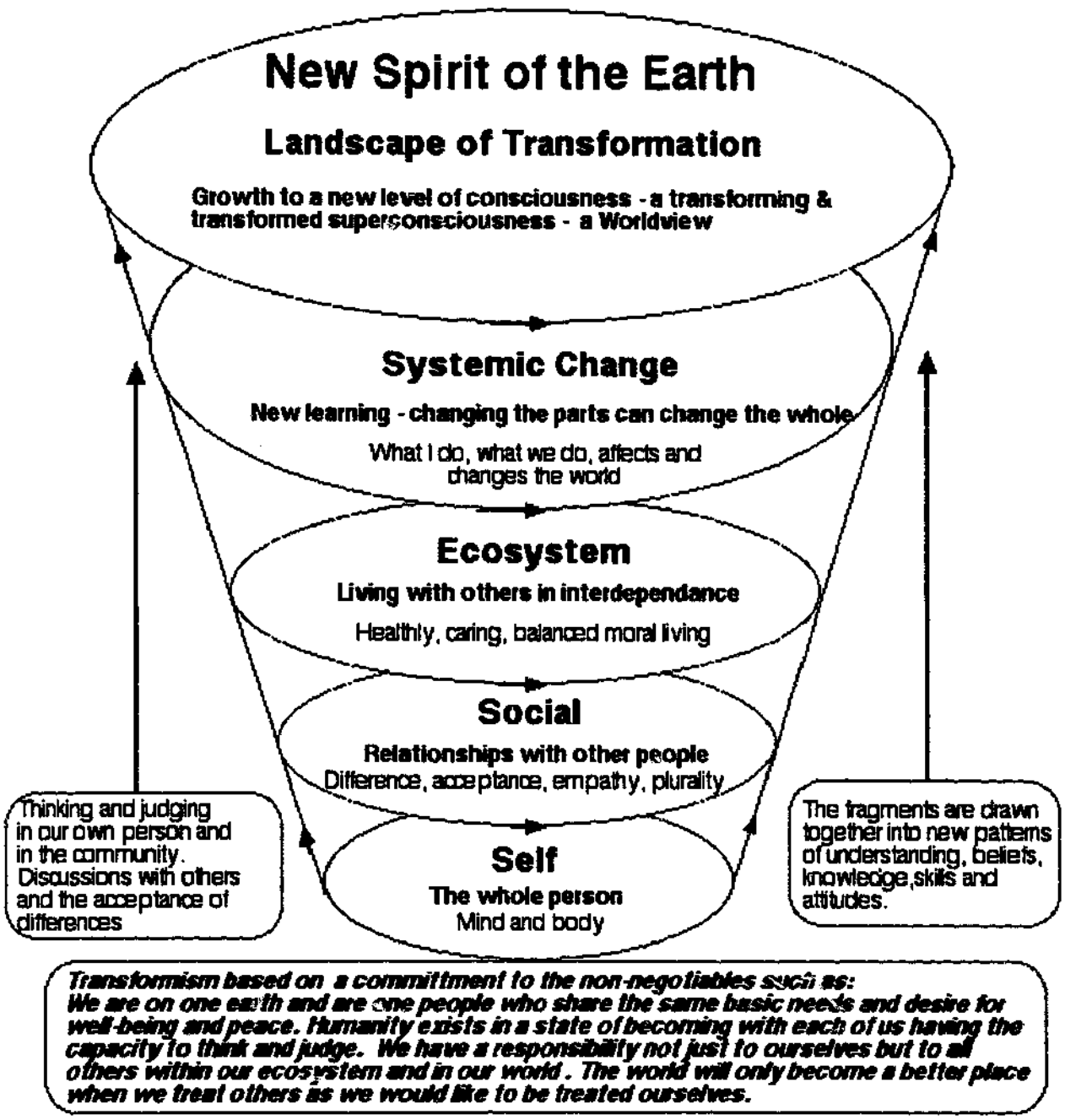
all co habitants and co travellers, we have a non-negotiable responsibility not just to ourselves but also to others within our ecosystem and in our world. We have in the words of Chardin (1959) the potential to create a new 'spirit of the earth'. This new 'spirit of the earth' is about the development of the mind, or the human psyche. Since education and teaching is "of the mind", as Swanson (1973) reminded us, this new 'spirit of the earth' is particularly relevant for teachers, who are significant guardians and challengers of the young. This is perhaps in contrast to traditional, or formal schooling, which is very much about the shaping of the character of students through control of their body.

No longer in this post-modern world can teachers say that you need to learn this, or, this is what you have to learn, or, this is how you will learn. However, what teachers can do is to ask their students to think what they are doing and to think about what is being done to the 'others' within their ecosystems and within their world. When teachers and students don't engage in thinking beyond themselves they remain locked up within themselves and removed from potential transformative experiences that enlighten and develop new levels of consciousness, i.e. a transformed and super conscious 'worldview'.

Transformism names the state of evolution achievable as humanity seeks to become, and embrace, the new spirit of super consciousness founded on a commitment to the non-negotiable elements of the human condition. Through our thinking and our judging we draw together the fragmentary pieces to form a new and improved human condition based upon the desire to make the world a better place where others are treated as we would like ourselves to be treated. We transform ourselves, rather than be transformed by others, and move from a 'me view' to a 'worldview'.

The diagram below figure 8, presents the "New Spirit of the Earth" model of "Transformism" in the landscape of transformation.

Figure 8. The 'New Spirit of the Earth' model of 'Transformism'



Returning to the research question

The model presented above in figure 8 leads directly to the major research question of this thesis. 'In what ways can the educational community be guided to reconceptualize teacher education in the post-modern digital world'?

A NEW MODEL OF PRE-SERVICE TEACHER EDUCATION

The first premise is that Pre Service Teacher Education (PSTE) should be different, and needs to be different in this age because the world is now a totally different place to what it was twenty or eventen, years ago. The student now coming into a PSTE

program should, as an exiting and graduating student, be a transformed person. They should be substantially different because they have been challenged to think for themselves, beyond themselves and their own needs and are challenged to adopt a 'worldview' rather than a 'me view'. 'Tertiary learning' as defined by Bauman (2001), fits well into this model because freedom from habitualisation, and the ability to draw the fragmentary pieces into new patterns are vital skills in this age. There is however a need for a commitment to an open 'worldview' and the 'non-negotiable elements'.

Self

It is also reasonable and desirable to expect within a new model of teacher education that there exists a wide range of experiences, opportunities and learning moments both within and away from the formal learning institution. The programs in place would generate the opportunities for students to learn about their whole person and enhance their emotional, physical, psychological, spiritual and academic well-being. Part of this personal development would be facilitated through applying the principles of "Choice Therapy" (Glasser, 1998).

In the new model the students would be to be provided with the opportunity to talk about what they already know rather than being instructed in the theory of teaching and learning. Faculty staff working with PSTE students would capitalise on the students existing knowledge and experiences partly based on a minimum of thirteen years of formalised schooling. The students already have ingrained attitudes towards 'teachers' (Britzman, 2003) and have established opinions about what teaching and learning is all about. They have sat for thousands of hours in classrooms and been told what knowledge they need to have, how to pass certain standards and how to excel in their studies through addressing the set criteria in order to, 'please the teacher'. The opinions and attitudes, already formed in the minds of the students, would become the beginning point to challenge the 'thought to be held beliefs' and the 'opinions', thought to be the truth. When student teachers are not challenged in this way they have the potential to 'teach' the way they have been taught.

Philosophy would be re-introduced as a key and integrated component of the entire PSTE program because through philosophical thinking, and the actualisation of this thinking in the making of educational judgements, consciousness can be lifted to new heights and a new 'worldview' achieved. The philosophy program would be centred on the development of an appropriate moral and ethical way for the 'self', to live in the world with other people. The ability to engage with others in philosophical discourse and debate would be encouraged and developed. Students would be encouraged and provided with the opportunities to come to know and understand what it means to be thinking and judging actors and spectators in the world. They would also be guided in their understanding of what it means to exercise personal freedom and choice while respecting the rights of others. Traditional western philosophy could well be challenged in the light of current world thinking, futuristic thinking and educational thinking.

The lecturers in this new model would become the facilitators of learning, the providers of opportunities and the mentors of the students rather than the instructors and the supervisors. They would endorse the principles of adult learning theory, providing and facilitating choice and freedom in their students, coupled with personal responsibility.

Social/ Others

The programs provided would also be expected to generate multiple opportunities for the students to learn about working with and for other people, relationship building techniques and the power of all forms of communication

Personal communication and personal management skills would also be high in priority in a new PSTE course. Communication skills, empathy, compassion and the ability to establish and maintain relationships would be key components of any program. Counselling skills, understanding assertiveness and aggression, working with adults and working with children all require time and preparation and a commitment to change. It would become compulsory for all students to complete a minimum of two units, i.e. one quarter of a years work – preferably in third and fourth years, in social welfare as core components of the new teacher education program.

Ecosystem

When preparing the students in PSTE to understand the curriculum, mandated to be taught in schools, it would seem to be essential that it is not fragmented, or taught as isolated unrelated subjects. All curricula would be integrated and only presented to students if relevant. The desirable processes of implementing school curricula would be emphasised over the delivery of specific content, in specific subject areas.

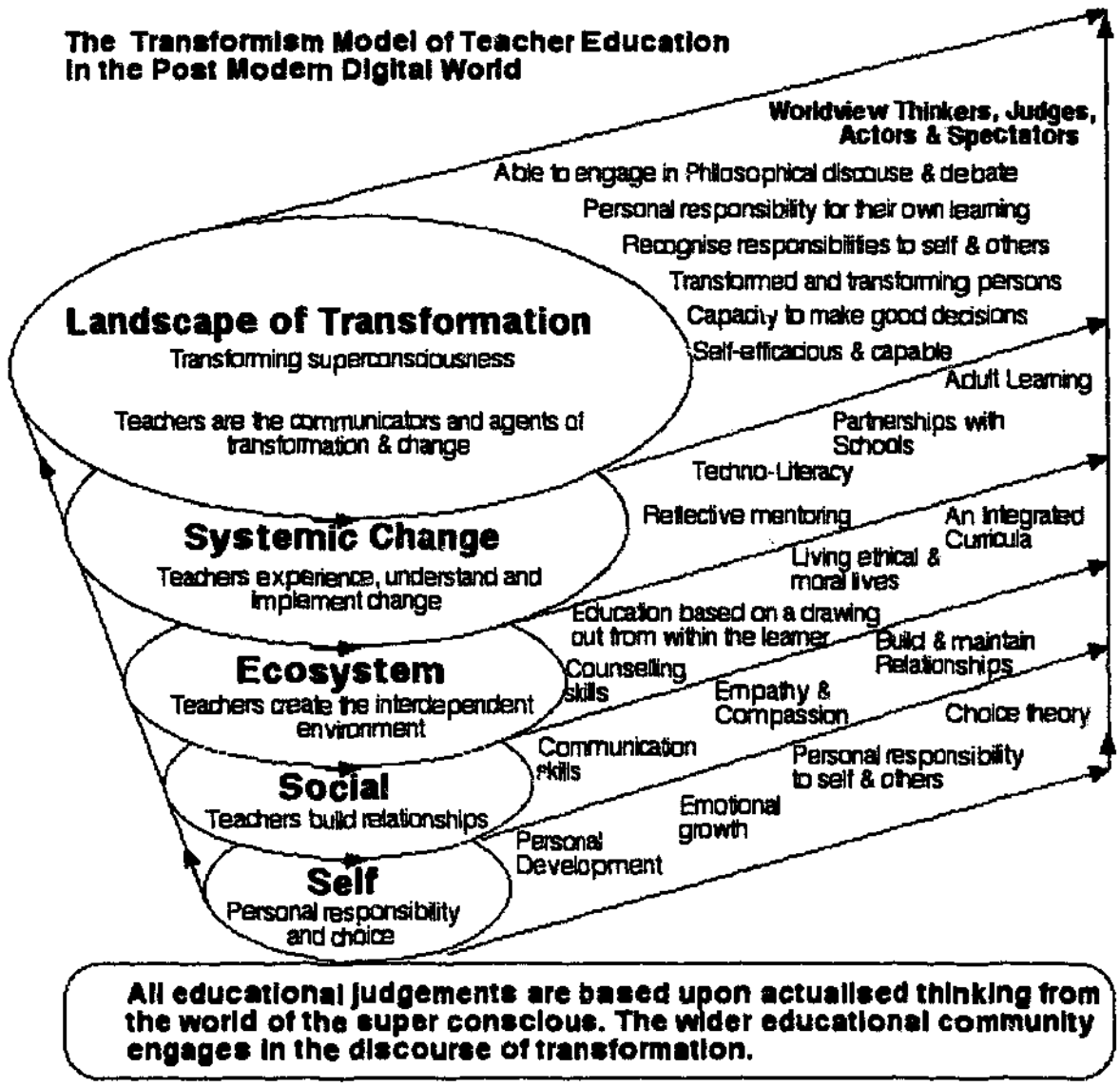
A major emphasis throughout the entire program would be the promotion of the concept that it is now impossible to plan, or teach, a specific common curriculum, or body of knowledge, for an unknown future. A well prepared teacher in the 21st century does not just have certain skills or competencies but has a way of living in the world with others, knows how to build ecosystems of nurturing and lives an ethical and moral way of life themselves, because they understand the powerful influence they have on the young. In living and working with others they recognise that teaching is not a process of putting knowledge into others, or doing to others, but rather a process of living with others and drawing out that which is within. In a true sense of the word 'education' is a Socratic dialogue, which draws forth that which is known, thought to be known and questioned. Because of this the term training is no longer applicable, or relevant when referring to the preparation of teachers. An education transforms when the opportunities are provided, challenges offered, choices encouraged and the personal responsibility of the learner is recognised as paramount.

Systemic Change

Without doubt today's teachers require sophisticated skills in techno literacy in order to meet the needs of a generation of children who have grown up in the digital world. The all-pervasive technologies of a digital world cannot be ignored in education any longer. ICT skills would form a component of every year in a PSTE program. Throughout the entire new model of teacher education, theory would be linked and synergised with practice and teacher education would be promoted as an ongoing process of development throughout the career of a teacher. The key to establishing and maintaining a synergy between theory and practice is university and school partnerships. When it is recognised by both parties, schools and universities, that

neither of them can entirely meet the needs of future teachers, then the potential exists for working together. The implementation of successful and ever evolving internships over the last ten years is proof enough that collaboration and working with schools is possible, desirable and fundamentally important to the development of successful beginning teachers. Without field placement experience in school settings, including the opportunity to practice skills and build relationships, beginning teachers cannot know what it means to be a teacher in today's schools. Without the theory, enabling an understanding of why things are done the way they are, and theories about how children learn, beginning teachers may not have the means to interpret, structure, think through, or make purposeful educational judgements. An ideal structure for field placement would consist of regular contact with schools local to the university, perhaps on a weekly basis throughout the entire four years of their course. Coupled with the weekly placements there would be opportunities, built into the non-teaching part of the semester, for further block placements. Final year students would be involved in an enhanced internship providing the opportunity for the signing off of a capable and self-efficacious beginning teacher and enabling the intern to showcase their skills to prospective employers. In the later part of this internship opportunities would be provided for payment for services rendered. This paid internship might consist of the final two months of the school year and be available to those interns who made specific employment applications to schools. It is vitally important with field placements that frequent opportunities are provided for debriefing, both in the schools and in the university. Time and space is required for this to happen, with interested mentors in both settings – the schools and the universities. For this to happen successfully professional development sessions would need to be conducted for both university and school personnel so that these mentors can understand what it means to work with their student's experiences of working with others, rather than their own. Tutoring groups for students facilitating peer support, time and opportunities for thinking and judging, frequent sessions to unpack / relate the theories of teaching and learning and mentoring experiences rather than supervision, would be the hallmarks of the new model.

Figure 9. The Transformism Model of Teacher Education



The transformism model

The new model of teacher education described above and presented in figure 9 is referred to as the "Transformism model of teacher education". The reason for using this term of transformism lies in the meaning of the term, transformism, that is, evolution, and in my belief that teacher education should be a transforming event motivated and maintained by the students, yet supported, guided and nurtured by their mentors. The exiting graduates become 'worldview' thinkers, judges, actors and spectators. They are able to engage in philosophical discourse and debate and are the communicating agents of meaningful change and transformation. They embrace the transforming power of the super conscious because they are aware of, and know of, their responsibilities to themselves and to all others.

To bring about this revolution in education I am aware that this model will need to be presented in the 'public forum'. Debate, encouraging reform, will be

required at the systems level of state and national education. The professional associations and the different education lobby groups, including the unions and the Institutes/Boards of Education, will be confronted and challenged. This in itself will present a further opportunity for research.

Indeed there is still much to happen with the transformism model if it is to have an impact on the focus and direction of teacher education in this post-modern digital world. The model will not be easily or readily accepted because it challenges educators to embrace a new form of politics, professional practice and goes against the grain in terms of the traditional authority and the controlling power of teachers and educators. Regular discussion forums within Faculties of Education, cross Faculty discussions, and discussions in and with the wider educational community will be needed to facilitate communication about the benefits of the transformism model, internship models in PSTE, the process of Reflective Mentoring, as distinct from supervision, and the establishment of teacher education as a national priority area.

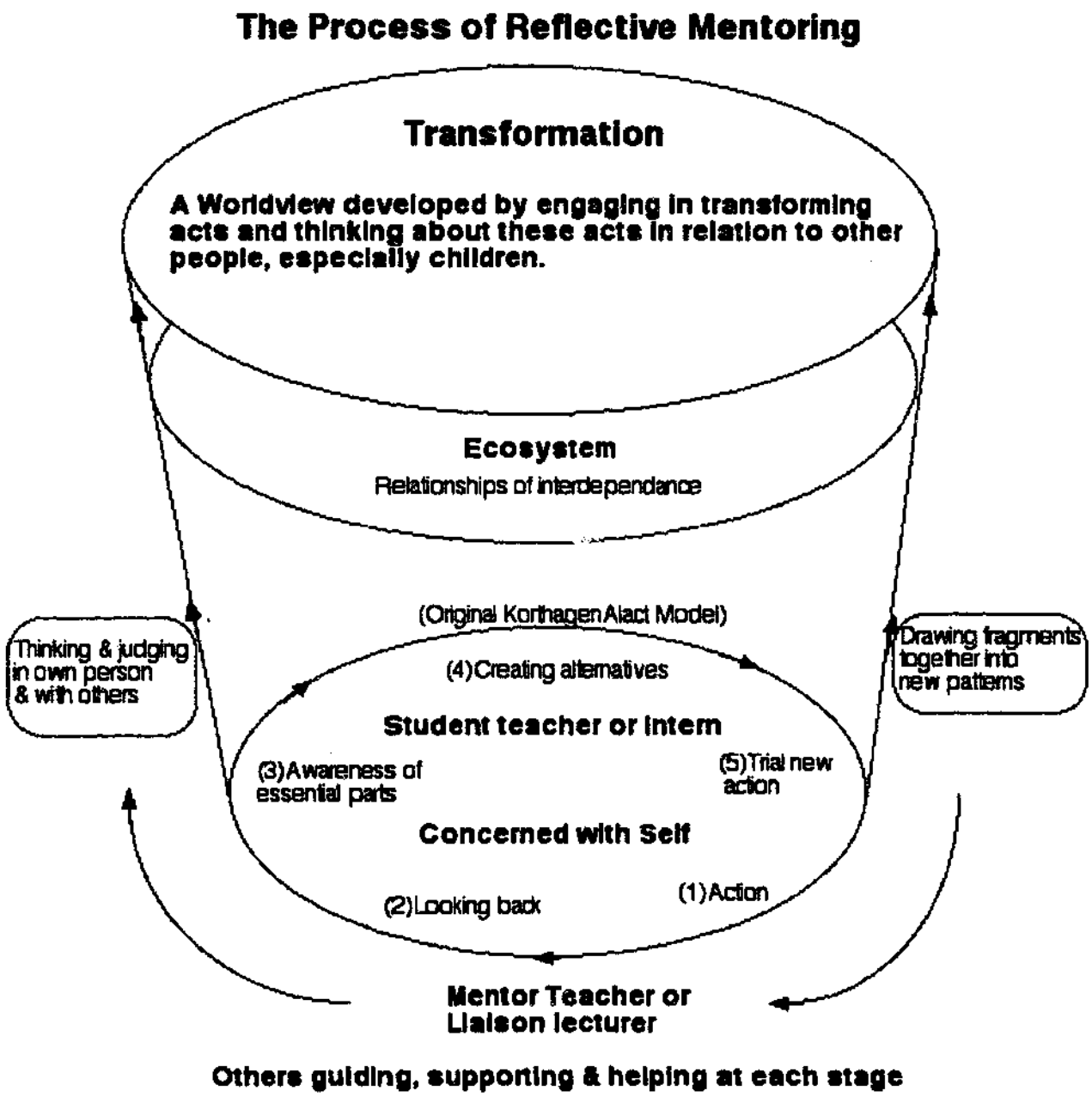
A re-developed process of reflective mentoring

The process of 'reflective mentoring' that was developed for the internship of 2002, although successful for both the interns and the mentor teachers seems to have a fundamental problem associated with it when considered as a developmental process. When the model is only used in a linear or cyclic manner there is little opportunity for transformation to occur. Although the cyclic process is beneficial when investigating a range of events and experiences - in order to promote questioning, thinking and judgements - it is also essential to move above the current plane of consciousness. In using a similar process, to that which has been developed as the transformism model, the evolutionary development of the process of 'reflective mentoring' also combines both the Bauman (2001) concept of tertiary learning and the Arendt (1990) concepts of thinking and judging actors and spectators. The new model of reflective mentoring presented below in figure 10 incorporates the movement to an open 'worldview'. This is achieved through thoughtful and careful consideration and meditative thinking in one's own person and with others.

Although the process of 'reflective mentoring' can take the place of traditional supervision at all year levels of pre-service teacher education there may

still be a perception that two or more human beings are working together on unequal footings, i.e. a student and a teacher. This should be understood in terms of experience, rather than equality, and with the recognition that all parties involved can learn from the experience of mentoring.

Figure 10. The Process of Reflective Mentoring



A further and essential dimension to the process of reflective mentoring is the ongoing journal-type record of the experiences and mentoring events engaged in by the students. These can be recorded by the students of every year level, in a CMC type environment, which is accessible to them at anytime, from anywhere. When students maintain the experiences and encounters of their reflective mentoring

sessions, and other records of experiences and learnings, over the four years of a course, the progress and transformational experiences can readily be reviewed.

In the safe environment and personal space of a CMC network students can also be encouraged to develop a variety of writing styles and methods of writing. It is appropriate that students use narrative writing, including auto ethnography, and have frequent opportunities to write in ways that link their personal and professional lives, un-ravel what they know and re-conceptualise the links between the personal and the cultural. Many opportunities should be provided to students to write in the first person so that personal ownership and commitment is revealed.

The Agents of Reflective Mentoring

The use of the transformism model of teacher education and the implementation of the process of reflective mentoring cannot take place without the support of both lecturers in universities and mentor teachers in schools. Their support would consist of engagement in professional development activities and the implementation of the model because of their understanding and willingness to change their current practices. A key understanding that they would need is the belief that what they do, makes a difference, and that together, in collaboration with others, change can happen both in the here and now and in the future.

A Unified System for Teacher Education

Now is the time in Australia for a unified system of education, especially teacher education, to be established. The many attempts in the past, as documented in this account, seeking to unify teacher education have failed because no 'profession of teaching' exists and self interest groups - both federal and state - have refused to work together for the common good. By establishing a unified system of teacher education, based on the model of transformism, a meaningful future for the nation's children, in a time of uncertainty and rapid change, can be made possible. For this to occur there would need to be a transformation in the thinking of educational leaders at every sector of the educational community. The changes in thinking, which can be thought of as the educational judgements, are based on actualised thinking. A component of this thinking might also include a commitment to certain publicly agreed non-negotiables. These non-negotiables form a foundation upon which the

future of humanity and an improved human condition can be established. This foundation can be thought of in the following way.

We are on one earth and are one people who share the same basic needs and desire for well-being and peace. Humanity exists in a state of becoming with each of us having the capacity to think and judge. We have a responsibility not just to ourselves but also to all others within our ecosystem and in our world. The world will only become a better place when we treat others, as we would like to be treated ourselves. And, how might this come about?- Through our thinking and our judging and by the rise to super consciousness of humanity. Harrington expressed similar ideas in the following way. "What I propose is not a worldview which will be imposed upon society by political means but one which will develop spontaneously out of a social process of self-definition"(Harrington, 1983, p. 217).

Returning once again to the big picture issues

A fundamental and perhaps non-negotiable attribute of education at large and for teacher education in particular returns us once again to the central purpose or the 'big picture ideas' concerning the provision of education, or opportunities for learning. As referred to earlier in this account, humanity, throughout time has been engaged in a struggle to improve the human condition. Surely then a major reason for education in our post-modern digital world is to improve our society and make the world a better place for all of us to inhabit. If this were accepted as a non-negotiable attribute of our world then in teacher education – the place where new teachers are prepared to facilitate the learning of another generation – the 'big picture' issues of our time would become essential components of a PSTE program. Failing to address these issues centres teacher education on the maintenance of the status quo and promotes a self-interest view rather than 'worldview'. The following 'big picture' issues could form a useful starting point for discussion, political debate and transforming discourse.

Nuclear annihilation	Terrorism
Greenhouse gasses	Global warming
Global and national distribution of wealth	Genetic engineering
Social inequality and materialism	Poverty in the world
Social welfare issues in 21st century schools	Third world Poverty

In my opinion it is vital that these 'big picture' issues, facing mankind at this point in history are addressed in open and honest discussions in which the differences of all of us are recognised and accepted as givens. If our graduating students are not encouraged to, or prepared to, engage in meaningful debate about some of these key issues, and be open to world issues, then it would seem that there is little future for humanity standing at the brink of an epoch of crisis. The quality of our teachers determines the quality of our schools and impacts on lives lived.

The addressing of these issues and the concept of non-negotiable facts about humanity are not just 'pie in the sky' or my personal unreal idealistic expectations. Throughout the world and here in Australia there is a call for a new spirituality, or foundational underpinning, in and for education. In South Australia and Tasmania there is already evidence of futuristic and transforming thinking about the essentials of teaching and learning. Tasmania refer to the five elements of essential learning: communicating; thinking; personal futures; social responsibilities and world futures which contribute to the framework for teaching and learning (T. Department of Education. 2003). The South Australia Department of Education curriculum documents identify five essential learnings as the connecting threads of their whole curriculum. These are: thinking, futures, interdependence, communication and identity, and form an integral part of students learning and all people's life long learning resources (S. A. Department of Education, 2000). These frameworks are not unlike my own model of transformism, which can lead the educational community into further convergent, transforming and 'worldview' thinking.

When looking at life-long learning I have come to realise that I am in a state of 'becoming'. This 'becoming' has occurred across the landscape of my life and has occurred as the result of continual transformism and nurturance. Through nurturance, my human identity has been formed. Harrington (1983) suggests the following as the means to bring about a global identity. "If global identity is to become a part of the day-to-day consciousness of men and women, it will happen through a long and painful process... they require not an ethnic, or a national identity, but human identity" (Harrington, 1983, p. 209). The human identity is formed in family and by the teachers in schools. My model of transformism suggests that the concept of nurturance needs to change over time and across the landscape of

a person's life. In the earliest days a human child needs total nurturance because of total dependence. This moves into a form of nurturance that promotes independence and self-nurturance. Self-nurturance alone is meaningless unless the nurturing of others is present and considered essential. It is hoped and anticipated that parents and teachers seek to do this well. The existence of 'self', and 'other' nurturance, builds an interdependent 'ecosystem' - a future for the world and a human identity.

Chapter summary

This chapter has emerged as the result of taking some time out to stop and think. It has once again refocused the central purpose of formal schooling and the vital role of teachers and teacher education. Teaching at all levels is recognised as a journey with nurturance as an essential component. Nurturance helps to develop the young and it is needed more than ever in this post-modern digital world.

As the journey has progressed through the landscapes of action and consciousness a third landscape, named as the landscape of transformation was introduced and developed. This is an evolutionary landscape facilitating a super consciousness established through the thinking and judging of actors and spectators in and of the world. The Transformism model names a changed humanity with human beings embracing the state of being 'transformed' and 'becoming'. Humanity, in this state, embraces the evolutionary pathway of change and a transforming super consciousness, which leads to a new 'worldview', rather than a 'me view'. This new view recognises all other human being as belonging to the single system of planet earth. We have the power to achieve transformism through using our natural faculties of thinking and judging (Arendt, 1958) and in adopting 'tertiary learning' (Bauman, 2001) as our 'way to learn' in this post- modern digital world. Tertiary learning is about breaking up the patterns of thought-to-be-held beliefs and drawing together the fragments into new understandings.

The interns, the mentor teachers and the liaison lecturers, all to varying degrees, engaged with various parts of the transformism model. The Interns as related on page 222 "come to realise their own personal and professional development and their entry into the profession of teaching as a teacher. They recognise the value and support of their mentor teacher who becomes a significant 'other' in their lives...Ultimately they recognise that they are responsible for what

happens in their life and in the lives of those around them. They find their own feet, choose their own route for a new journey knowing they have the ongoing support of a supportive educational environment" (p. 223). The Professional Development sessions conducted for the mentor teachers, and presented in pp. 159-163, emphasised the importance to the mentor teachers of positive relationships at all levels of the school - based program including the relationships between the mentor teachers and the intern, the intern with other teachers in the school and the mentor with the university. The good will of mentor teachers was in evidence through their personal and professional willingness to be fully involved in the internship program - as a way of doing something different and attempting to improve the direction of teacher education. As lecturers involved in the PD session for the mentors teachers, "we were confirmed in our emerging understanding that successful teacher education occurred in a 'created', 'open' and 'worked' environment based on a balance in relationships and partnerships, i.e. people working together in a collaborative and non-competitive way with a willingness to adopt an open worldview" (pp. 162-163).

The four building blocks of self, others, ecosystem and systemic change build upwards into the 'landscape of transformation', which was derived from Bruner's landscape of action and landscape of consciousness. In the landscape of transformation engaging metacognition takes place and things are viewed with a different mind's eye. This comes about because of a major shift in consciousness. This shift in awareness or consciousness was often indicated by the interns as they engaged in the daily life of their Professional Development School and linked their understanding of theory to their practice. Events such as the Ideas Expo, a student initiated and directed initiative, referred to in Chapter four, (p. 164), enabled the interns to showcase their own balance between theory and practice but also helped some academic staff to recognise the value of the internship program because they could see first hand the shift in consciousness of the interns." An example of this is related by Henry, a liaison lecturer, Chapter six, (p. 264), who recognised that the interns were being exposed to the 'Big Picture' of school life.

The model of the 'New Spirit of the Earth', a model of transformism, leads to the re-conceptualisation of teacher education because exiting graduates can be both

the transforming and transformative human beings of this age. The model creates a synergy between theory and practice, establishes partnerships with schools, facilitates the development of the personal and professional skills required for teachers of this age, especially interpersonal ones, and challenges students to address and confront the major issues of our times rather than avoid or ignore them. The re-developed process of reflective mentoring is presented as a transforming tool for all student teachers, lecturers and mentor teachers to use.

This is the time for Australia as a whole educational community to put aside its parochial self-interest groups and become tuned into the real needs of the children of our age. There are already numerous models identifying essential learnings and frameworks for thinking, learning and teaching. Some are not unlike my own model of transformism, which is designed to guide the educational community into further convergent, transforming and 'worldview' thinking.

Think what you are doing. Hannah Arendt (1906- 1975)

DRAWING THIS JOURNEY TO A CLOSE

This chapter is focused on the insights, knowledge, feelings and commitments that I take with me as I complete this journey - by the tree at the top of the waterfall - and precede down the embankment to begin the next phase of my journey. This chapter encapsulates that, which I will carry with me as I begin a new journey.

Figure 11: The Tree of Transition

The Issues and the Findings

I begin this part of the study, my conclusion, by re-presenting the research question: "In what ways can the educational community be guided to re-conceptualise teacher education in this post-modern digital world?" and follow through with a discussion of the emergent issues and the findings. It is not my intention to present the issues that have arisen in this study as truth but only as my interpretation or perspective at this point in time. The findings are not presented as what 'should' be done by others, but as anticipated, transforming, possibilities and potentialities, that I will also continue to be involved in and work towards implementing.

The methodological approach and the writing style

In telling my research story using the methodology and writing style of auto ethnography, I have been able to relate my personal experiences and the experiences of others in a lifelike way. I have also been able to drawn upon, re-think and re-conceptualise parts of the story of my professional life as an educator. My research

story embodies my developing knowledge, learnings, thinking and educational judgements about pre-service teacher education. The writing of this self-narrative auto ethnography has facilitated the emergence of multiple layers of consciousness, connecting the personal to the cultural as I have reached new insights, documented my struggles, frustrations and failures and came to express that which I was not aware that I knew.

As a variable of the research (both as a subject and as an actor) I have reflected on my practices and on the practices and thoughts of others. Two chapters in the thesis are dedicated to my personal and professional journey as an educator. I have reflected and thought through the value of Auto ethnography as a methodology and as a writing style. I have re examined appropriate learning theories, delved into the history of teacher education in Australia and examined different social theoretical frameworks arriving at new ways to organise my thinking. I have listened to the stories of others and their journeys at a variety of different levels and found the four stages of the framework - self, others, ecosystem and systemic change, are useful transition markers. As a result of this process of inquiry I have also been a change agent with the power and responsibility to alter and improve the internship program.

Where we began

Throughout this study a journey metaphor has been used as a means to present understandings and knowledge that at first were not known, or thought to exist. Metaphor certainly has the power to present the hidden messages and understandings, by enabling the ascent into consciousness of that which we had little, or no awareness. Many 'big picture' issues concerning our world and post-modern society have been presented and discussed in this study. The reality of our existence upon one earth - a single system of interdependence - has led me to re-consider the significant importance of human decision-making, human judgements and the ways that people learn in this age of uncertainty. This age is characterised by constant change, in both the physical and the social worlds, and all of us, as residents of earth, would appear to be in a 'state of becoming', to an unknown future.

To come to terms with this unknown future seems to require a drawing together of the common insight of all humanity - that every person has a single and a collective identity - and a unity between thought and action enables these identities

to emerge into consciousness. Thinking and judging in our own person and thinking and judging in our educational communities is required for the establishment of educative environments of increased consciousness, or a super consciousness that facilitates a new "Spirit of the Earth" (Chardin, 1959). Making this new "Spirit of the Earth" possible are teachers who teach differently and facilitate learning in new ways applicable and appropriate for this age.

It is my understanding that there are other, and perhaps different ways than we have used in the past, to prepare quality teachers for this now digital, bordering on the genetic, age. I have formed this belief as a result of my experiences with the school based Internship, which linked the theory of university life with the practice of the interns in the schools. Many other educators, (Britzman, 2003, D. Coulter & Wiens, 2002, Gore, 2001, Groundwater-Smith, Cusworth, & Dobbins, 1998, Hargreaves & Fullan, 2000, Korthagen & Kessels, 1999, Leach, 2000, Zeichner, 1999) seem to share this view.

The interns relate how they became personally empowered and embraced what Bauman, (2001) refers to as "tertiary learning". 'Tertiary Learning' "learning how to break regularity, how to get free from habits and prevent habitualisation, how to rearrange fragmentary experiences into heretofore unfamiliar patterns while treating all patterns as acceptable solely until further notice" (Bauman, 2001, p. 125). A graduate, leaving a teacher education program, rooted in tertiary learning, should be able to view their life, their chosen career, their spheres of influence and their personal contribution to planet earth in a totally different way to that which they perceived it when they entered their teacher preparation course. If this were the case then the graduates from teaching degrees, or education degrees, would emerge with a keen sense of "educational judgement" (D. Coulter & Wiens, 2002) that is founded on a unity between thought and action.

Within the internship, lecturers and the school staff, gave school-based interns room, to negotiate their role, make mistakes, form relationships, and come to know the work of teachers and the ecosystem of schools. They were encouraged to become thinkers about their practice and were nurtured in their state of 'becoming' by university-based and school-based mentors. The school-based mentor teachers, in particular, supported the vision that they were no longer the supervisors and the

directors of practice. They were willing to 'let go' and enable the interns to recognise for themselves their developing skills, competencies, inter-relationships and the need for the interns to make their own educational judgements. The school-based internship was seen as an essential component, but not the only important part, of pre-service teacher education. Student teachers need time and space built into their PSTE programs so that they can come to understand and know themselves, their students and the others that they work with in educational ecosystems, which can also be considered as a community of learners. The internship model seems to provide this time and space. This study is witness to the transformation in the interns over the course of the year as they moved from semi-dependence to independence and interdependence.

The journey into the literature

This thesis has examined some of the reviews and the emergent patterns as it follows the journey of teacher education from the 1850s to the present day. It highlights many of the recurring dilemmas and the frustrations of the educational community, which includes the following: Education versus Training; Theory versus Practice; Supply versus Demand and Profession versus skilled & competent practitioners. It would seem likely that the anticipated changes, and attempts to improve the quality of teacher education, have not occurred for a number of reasons including the following: a lack of recognition of teaching as a profession at every level; a lack of adequate financial resources; the failure to recognise Pre-Service Teacher Education (PSTE) as only the initial stage of an ongoing process of professional development; self interest groups focused on the achievement of their own goals; the continuance of outmoded terminologies such as training and pedagogy and the lack of a unified system of teacher education.

The transformism synthesis calls into question the current mismatch between the thinking and the practice of education and suggests a possible alternative based on the learner being the centre of education. The learner, through thinking, acting and increased consciousness learns how to make choices and learns how to become personally responsible for their own being and learning. The new model of teacher education, known as 'The Transformism model' is the result of an extensive study into teacher education and the implementation of an internship. Transformism

involves the evolution of student teachers from a 'me view' perception to a 'worldview' perception. It is not about training people to be teachers but it is about the education of teachers through the adoption of adult learning practices and the incorporation of choice theory (Glasser, 1998).

It has become apparent throughout this journey that these issues have not been resolved, and perhaps never can be, while the existing divides in Australian education and teacher education are maintained. Even within a national unified tertiary education system, introduced in 1987, and the movement to an entirely federally funded university graduate profession, Australian teacher education is fragmented from state to state and between university and university. This thesis proposes that within Australia there is a need for a new form of educational politics and practice. This would involve a super consciousness where people come together in community; share their beliefs and knowledge, their likes and dislikes, their differences and their similarities in openness and with hope for an improved and better world.

The core elements

As the research journey continued four core elements, recognised as significant, emerged from the analyses of the data. These elements became an essential framework for the study and eventually lead to the development of a new way of conceptualising PSTE. These themes are:

- **Self** - consisting of the whole person, mind and body, located in space and time
- **Social / Others** - consisting of essential relationships with other persons and partnerships based on communication, interaction and engagement
- **Ecosystem** - consisting of a network of interdependence and inter-relatedness. Education is like the world of the Biosphere
- **Systemic change** – consisting of a journey of discovery involving new learning and un-learning within a single system. All learning is change from an existing practice, experience or perspective to another and occurs through thinking, judging and drawing the fragmentary pieces into new patterns. Change to the parts can change the whole.

These elements became imbued into the initiative and the systemic change of the internship model being researched. The school-based internship was seen as an essential component, but not the only important part, of pre-service teacher education. Student teachers need time and space built into their PSTE programs so that they can come to understand and know **themselves**, their students and **the others** that they work with in **ecosystems,** which can also be considered as a community of learners. The internship model seems to provide this time and space.

The organismic internship

The internship can also be likened to an organism because in a similar way to an organism in the Biosphere it consists of many interrelated and interdependent parts. As such the model promotes an organismic 'worldview' of learning facilitating a synergy between theory and practice and a drawing together of the fragments. However, it is the learners themselves, within the internship, which have to be able to draw the pieces together to form their own wholeness, a 'worldview' and to take responsibility for their own learning. Successful interns recognised both their dependence on the school - which provided the valuable experience - and their independence - which enabled them to take responsibility for their own learning, their relationships and the formation of their identity as a teacher. The interns, involved in the internship, valued the work and role of their mentor teachers who they recognised as guides and as significant mentoring 'others' in their lives. They also recognised in the school setting that they had a significant impact on the lives of those around them, especially the students in their care. It is also important to note that the interns wanted to receive consistent, mentoring support and contact from the university lecturers rather than supervision or assessment. In other words they did not want to be placed in schools and ignored by the academic staff - who manage and have a major responsibility for their program.

The mentor teachers in the schools recognised that they were part of a major systemic change in the conduct of school experience, supervision and assessment of the interns. They appear to have willingly embraced the changes, because, with the implementation of the change came personal and professional empowerment. Indeed the schools involved in the internship program, as professional development schools, and the mentor teachers, recognised that they were having an impact upon the

preparation of teachers that they may well be colleagues with, in the near future. The schools and the mentor teachers made it clear that they recognised the value of partnerships between the university and the schools, and confirmed the emerging belief that successful teacher education occurred in a created and open environment, based on equal, balanced relationships and among people with a 'worldview'. Some mentor teachers were concerned that from time to time there was insufficient communication between the schools and the university. Part of this was due to a lack of flow-through information from the administration of the school and some was the fault of the university. Regular professional development sessions for the mentor teachers were recognised as necessary and desirable. However, the mentor teachers did not believe that the CMC network was a way to do this. In fact many stated that they saw no value in the CMC network for them at all and that the existing means of contact with the university was all that were required. Perhaps this suggests that the multi-layered transformism model is also applicable to communication. A personal, or 'self' need for communication, via the CMC network did not exist and therefore it was not used to contact 'others' or build an 'ecosystem'. For the most part mentor teachers readily accepted the process of 'reflective mentoring' as a valuable process approach to establishing one-to-one relationships with their interns and monitoring the developmental growth of their intern over the year. The majority of the mentor teachers preferred the reflective mentoring model, to the traditional forms of supervision. They preferred it because this model empowered the interns to raise their own questions and find answers for themselves, rather than be given the answers and told what to do.

It would seem that the concept of using liaison lecturers, as currently perceived, is not working for most of the stakeholders in this study. Throughout the years of the internship dissatisfaction has been evident with respect to their role. Both the mentor teachers and the interns sought more collegial contact with the university and the lecturers, especially since the assessment role is devolved to the schools. However, some lecturers perceive a major problem arising when mentor teachers are unable to, or unwilling to challenge the interns, or lack knowledge of the mentoring process. Without the knowledge of the process, and the philosophy behind the process, mentors cannot know how to approach reflective mentoring, as distinct

from supervision. Combined Professional Development workshops for all mentor teachers and lecturers involved in the internship would seem to be essential, and a prerequisite of the role, if collaborative partnerships are to become a reality.

Recapturing the 'Spirit'

Perhaps it is now time for me in this account to refocus on why internships, partnerships with schools, mutual collaboration and reflective mentoring with interns are important components of PSTE. In this account, I believe that I have established a number of times that field placement is an important part of PSTE, but not the only part. However, from my own experience, including this study, I am aware that in Australia field placements in University settings can be problematic. In the literature I found that since 1990 the UK model of PSTE involved extensive field placement - almost an apprenticeship model - and less university based theory. The USA model predominately consists of an undergraduate degree followed by field placements, now in longitudinal internships. Without doubt the overwhelming impression about Australian teacher education is that there is no consistency in teacher education - either between states or in states. There would seem to be no one model, or basic framework upon which to build teacher education or a teaching profession.

Moving teacher education forward

If teacher education and the 'profession of teaching' are to move forward, then the central purpose and reason for existence need to be re-examined. Teacher education, as a lifelong developmental process throughout the career of a teacher, exists to prepare and develop teachers to teach in formal educational institutions. However, as already noted in this account, formal education exists for children and quality teachers lead to positive learning outcomes for students. Teachers are not the only educators of the young. Traditionally in western culture parents are recognised as the first and most significant teachers of the young. It is within this traditional concept of 'family' that there is often an on-going dichotomy centred on the rights of the child and the duties of the parent to provide nurturance. This can be considered as a continual contest between parent and child in an attempt to achieve a balance between holding on and letting go. The child, and the parent both have basic needs,

according to Glasser (1998) that each strive to have met: love / belonging, freedom, fun, power, and security. Traditionally parents in families, and in nurturing roles, performed their duties and children came to understand what it meant to care for themselves and for others in society. That is, the 'family' orientated way of living in the world was transferred into the wider community. However as Mackay has pointed out our 'family' structures have changed dramatically. We now have "a society [in Australia] where one million dependent children live with only one parent, where 60 percent of preschool children are cared for by someone other than a parent" (Mackay, 1999, p. xi). Children still receive quality support and care in a wide variety of 'models of family' and without doubt it is the quality of the nurturance that matters most. However, the fall back position has in many low social-economic areas, some indicated in this study, become the teachers in schools.

If teachers are expected to, or now need to by necessity, fulfil the roles traditionally filled by parents, then, they need to be better prepared to do so. It is considered desirable that an important part of this kind of preparation would be focused on understanding children's basic needs and refocusing them to take responsibility for their own internally motivated behaviour. An understanding of "Choice Theory" (Glasser, 1998) has the potential to assist teachers both in counselling skills, success orientated education programs and the implementation of learning teams. When teachers take the role of nurturance to new levels of involvement, which could be well referred to as professional nurturance or pastoral care, they are indeed engaged in a new journey that has its roots in empathy and compassion. The journey with their pupils becomes one of travel through the landscape of action and the landscape of consciousness (Bruner, 1986) in the vehicle of relationships to another landscape.

Through my own engagement with these landscapes I have come to recognise that there is a third landscape emerging as a result of my own futuristic thinking. This landscape I have referred to as the landscape of transformation. It is within this landscape that we see things differently, with a different mind's eye. We start to live differently because we have seen another way of looking at 'ourselves', 'others' and the 'world' in which we live. This landscape occurs because of a major shift in consciousness and the development of a 'worldview', which embraces the

evolutionary pathway of super consciousness (Chardin, 1959). The landscape of transformation leads humanity to a state of 'Transformism' in which human beings embrace both the state of being 'transformed' and 'becoming'. They adopt a 'worldview' with their fellow human beings rather than a 'me view' motivated by self-interest.

To achieve this state of transformism human beings would use the gifts and faculties that they already possess - thinking and judging. They need to think in solitude and in the abstract, conducting their two-in-one conversations (Arendt, 1990). They also need to actualise their thinking in the concrete here and now through making good judgments (Arendt, 1990). In this way they can achieve a balance in thought and in action, be future orientated and maintain a 'worldview'. Part of the understanding of a 'worldview' is that although we have the freedom to make choices we also have a responsibility to ourselves, others and the interdependent ecosystem, for the choices made. Rather than being focused on transforming others, we can be focused of transforming ourselves and in doing so guide others to do so, rather than tell them. Bauman's concept of tertiary learning is important in the landscape of transformation because of freedom from habitualisation and the drawing together of the fragmentary pieces into new patterns.

It seems to me that the teachers in the schools of the post-modern digital world have the potential to be the ones who bring about the new "Spirit of the Earth"(Chardin, 1959). This new spirit is about the development of the mind of a humanity who recognise that all of us live, as co inhabitants of one Earth, belong to a single system and have a non-negotiable responsibility - not just to us - but also to all others within our ecosystem and within the world. It is upon this basis of understanding that we can build a new model of teacher education.

A new model of teacher education: the transformism model

The use of the term transformism, which names the model, is seen as appropriate because teacher education can be seen as a transforming and as a transformative event. Teacher education can be perceived in this way as a transforming, evolutionary journey that in reality is in the hands of the agents of change, i.e. the students themselves. In this model they transform themselves, motivate themselves

and make their own choices. However they are also supported, guided and nurtured by their mentors both in schools and in the university. In this model the students

- recognise their personal responsibilities to 'self' and 'others'. They look for personal development, emotional growth and opportunities to choose as adult learners
- foster the social through relationships based on empathy and compassion and effective communication skills
- recognise the power within the interdependent ecosystems that they create and maintain with their counselling skills and the living of moral and ethical lives
- experience systemic change as they engage and implement change themselves
- transform themselves and others because they become the agents and communicators of change through their 'worldview' thinking and judging

The role of the university is still significant because in this model the university would provide multiple opportunities for the students to learn about themselves and work with others in a wide variety of settings. The starting point would be the knowledge, attitudes and values that are already part of the students' framework. Students would be constantly challenged by lecturers to break free from habitualisation bringing together the fragments of understanding into new patterns through their thinking and judging. They would foster and develop close partnerships with schools and implement the process of reflective mentoring together with the school-based mentor teachers.

The overall program would be founded upon the following key areas

- Personal communication and management skills
- Facilitated, interactive and integrated learning experiences
- Social welfare units as a core and integrated component
- Counselling skills / integration of Choice Theory
- ICT as a core component for every year
- Philosophical thinking including discourse and debate about world issues
- Promotion of integrated school curricula
- A synergy between theory and practice /linking with partnership schools

- Reflective mentoring as a personal and professional development tool
- Frequent school contacts for the student

Perhaps Arendt's famous saying "Think what you are doing" can be turned around by universities to read 'think what I am doing to myself and to others'.

Teacher education, now conducted in universities is vastly different from teacher education, conducted ten to fifteen years ago, in teachers colleges and colleges of advanced education, dedicated to the preparation of teachers. As the place of teacher education shifted so too have the role and the profile of teacher educators. As part of the changing role demanded of teacher educators - for the most part without any dedicated increase in professional learning (PD) opportunities, came reduced faculty funding, reduced involvement in schools, an increase in workload because of reduced numbers of staff and the expectations to be involved in revenue raising through research publications and grant seeking. Work load and working smarter, rather than harder, would seem to be closely associated with the profile and the career aspirations of modern day teacher educators. With this being the case perhaps the emphasis, or central focus of teacher preparation, has also moved in a different direction and the student teacher is no longer at the centre of the endeavour of teacher education. In fact only part of their programs of study are now conducted in their home faculty, perhaps reducing a sense of belonging to a particular learning community, as was the case in dedicated teachers' colleges. The following three points present some of the indicators of changed thinking in teacher education:

- A major shift in the thinking about teacher education, as indicated in Chapter 3, which emerged in the 1970s, is that academics are no longer involved in the training of teachers. They are now only partly involved, within universities, in the preparation of teachers / educators. However, what is still an essential part of the preparation of teachers, by teacher educators, is positive role modelling, established through the example of 'good practice', the establishment of positive relationships and pastoral care. Perhaps this kind of thinking is still not embedded in the minds of all teacher educators - who attempt to tell and instruct, rather than guide and challenge.
- In chapter four and chapter six there is evidence to suggest that the liaison lecturers were not inclined to be involved in the internship program without

specific work load points being allocated for work in the program. This reality existed even though they expressed their recognition of the benefits of such a program.

- It has been noted that even though both students and schools wanted academic staff to visit schools to "supervise the interns" - as in the past, and in the way that they were supervised when they went through college. The liaison lecturers, for the most part, were content with the coordinator of the program taking on board the total workload, ownership and the troubleshooting of the program. Seldom were other lecturers willing to be involved even though they were invited to all seminar days and encouraged to maintain contact with their interns via the CMC network.

This lack of involvement by liaison lecturers suggests that the available academics, of the few available within a reduced staff, already had heavy workloads leaving them with no time to be involved. They also had other priorities in terms of their teaching and developing research publications. Perhaps they also had a lack of understanding of the purpose of an internship model of placement as distinct from a block placement. If the latter was the case, as indicated in chapter four, then a lack of peer / associate communication may have also contributed to the lack of liaison lecturer involvement. To overcome this lack of communication the wider educational community could be encouraged to engage in a discourse on transformism.

A final word

The transformism thesis itself is about new learning happening because of a growth in consciousness occurring as the result of challenge and crisis that are recognised, and worked through, rather than avoided. It is about the self-transformation of those, who would be teachers and those who are teachers, from "me view" thinking to "world view" thinking, through 'thinking and judging' and 'tertiary learning'. The following points provide some relevancy for the transformism thesis and some recommendations:

- *As indicated above the working profile of academics has changed significantly over the last ten years. Academics are now expected to be engaged in teaching for approximately fifty percent of their working week. For the other fifty percent the academic is expected to be engaged in*

research and community work. To make this a reality, a linking of the academics' research to the academics' teaching, can provide a synergy enabling the academic to work smarter, not harder, in under resourced workplaces. To a degree, the success of my research into pre service teacher education has come about because I have been able to link my research to my teaching and working life. By adopting an auto ethnographic methodology, and writing style, I have been able to research first hand my work experiences.

- *With changes occurring in undergraduate education degree structures, such as, faculties other than education teaching parts of the teaching degree, there is a danger of separation and fragmentation. Together with this there is a need for academics to work in cooperation with increasing numbers of general staff and to work collaboratively with other academics, within their own faculty, and across the faculties in their university. Transformed learning communities can only be formed and facilitated through communication, resource / idea sharing and the recognition of a new form of politics that cooperatively embraces diversity and difference.*
- *Without specific professional development (PD) opportunities being provided for and by teacher educators, new directions and ways of thinking about teaching, learning and teacher education in a rapidly changing world, will remain unrealised.*
- *Further communication, through combined Professional Development workshops for all mentor teachers and lecturers involved in the internship would seem to be essential if collaborative partnerships are to become a reality.*
- *It would seem to me as I consider Arendt's (1958) and Coulter's (2002) concept, of a different form of political debate, that it is time to recognise the binaries that have continued to cause division and move beyond them into a new era based on mutual collaboration, acceptance of diversity, effective dialogue and resource sharing. The binaries of theory / practice; profession / craft; skills / knowledge; training / education; school-based / university-based and State / Federal all lead to division. Knight et al (1994) argued for*

"a new model of teacher education which goes beyond the binary of educated professional or competent practitioner to something akin to the educated, competent professional" (Knight et al., 1994, p. 464) I would further add to this the concepts of capability, self efficacy and moral discernment.

- *The Transformism thesis calls for a new way of looking at teacher education in general and in particular. Universities will have to be better resourced by the federal government if the ideal of having more holistically prepared teachers for the twenty first century is to become a reality.*
- *The establishment of a common foundation of essential knowledge/learning and the development of core non-negotiable elements, including a blend of theory and practice, within Australian teacher education, has the potential to lead to substantial benefits for the nation's children. The 'transformism model' developed through this thesis has the potential to guide a way forward in Australian teacher education.*

Future research

I perceive that the following areas would be of interest and value to pursue through further research:

- student use of auto ethnography as a method and as a writing style
- student use of CMC networks over the four years of their PSTE for documenting and recording their reflective encounters and experiences
- follow-up over the last two years on the further perceived effectiveness of reflective mentoring
- the implementation of the transformism model of teacher education. A beginning point is with the university that was the focus of this study.
- Research associated with the presentation of this model at the national and state systems level.
- the perceived success by student teachers who have increased access to social welfare knowledge and skills.

The more that I think I know the less I know that I know (unknown).

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Appendix One

Questionnaire for interns of the first internship program (1995-2000):

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Name:

Gender:

Age:

Course you were enrolled in:

Professional Development School for your intern year:

Please indicate your response using a ranking scale between 1 & 5
(1=very vague - 5= very clear) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following at the beginning of your internship year in February of _____(Please insert the year)

The purpose of the internship.	1	2	3	4	5
The goals of the internship.	1	2	3	4	5
The learning context into which I was entering.	1	2	3	4	5
The manner in which I was to be assessed.	1	2	3	4	5
The manner in which I would be supervised during my internship.	1	2	3	4	5

Please indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

Q 2). When I finished my internship year I considered myself as being a 'capable teacher' because I recognised in myself the following professional attributes.

I am a flexible and adaptable teacher.	1	2	3	4	5
I am able to plan collaboratively.	1	2	3	4	5
I am literate in the use of Information and Communication Technologies (ICT) for teaching and learning.	1	2	3	4	5
I recognise my personal skills, knowledge and attitudes about teaching and learning.	1	2	3	4	5
I have a strong set of professional values about teaching and learning. These include ethics, trust, responsibility and integrity.	1	2	3	4	5
I have a high level of Self-efficacy, that is, my belief in my own capabilities to carry out the tasks required of a teacher and to act professionally.	1	2	3	4	5
I strongly value learning and the development of learners who manage their own learning for life.	1	2	3	4	5

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Q 3) Please rank and indicate your level of agreement with each of the following statements. Indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

During my internship year the school staff in general were very supportive and helpful.	1	2	3	4	5
During my internship year my mentor teacher was very supportive and helpful.	1	2	3	4	5
During my internship year my university contact lecturer was very supportive and helpful.	1	2	3	4	5
During my internship year my fellow interns were very supportive and helpful.	1	2	3	4	5
During my internship year I was very satisfied with the supervision I received from my mentor teacher.	1	2	3	4	5
During my internship year I was very satisfied with the supervision I received from my supervising lecturer.	1	2	3	4	5
During my internship I frequently used Information and Communication Technologies (ICT) to maintain contact with the university.	1	2	3	4	5
During my internship I frequently used ICT to maintain contact with my fellow interns.	1	2	3	4	5
During my internship I frequently used ICT to maintain contact with my Professional Development School (PDS).	1	2	3	4	5
During my internship I frequently used the ICT to access resources.	1	2	3	4	5
During my internship I wish I could have used ICT to access resources and have a communication network available.	1	2	3	4	5

Interview questions for interns of the first internship program (1995-2000):

Name:

Current school:

Gender:

Professional development school for your internship:

---

1) What do you see as being the important attributes of a capable teacher of the 21st Century?

2) What was your perception of the internship when you began it?

3) Did your internship met your expectations and why/why not?

4) What can you identify as the main benefits of your internship?

5) What can you identify as possible improvements to your model of internship?

Questionnaire for 2001 Interns.

Student ID number

Gender:

Age:

Course enrolled in:

Professional Development School:

Please indicate your response using a ranking scale between 1 & 5
(1=very vague - 5= very clear) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following at the beginning of your internship year.

The purpose of the internship.	1	2	3	4	5
The goals of the internship.	1	2	3	4	5
The learning context into which I was entering.	1	2	3	4	5
The purpose of the Computer Mediated Communication (CMC) ie the FirstClass network.	1	2	3	4	5
The manner in which I was to be assessed.	1	2	3	4	5
The manner in which I would be supervised during my internship.	1	2	3	4	5

Q 2). How important has it been for you to learn about each of the following:
Please indicate your response using a ranking scale between 1 & 5
(1=not important - 5= very important) for each item. Please circle your response.

School life	1	2	3	4	5
Teachers' work	1	2	3	4	5
Students in your care	1	2	3	4	5
Curriculum development	1	2	3	4	5
Planning for teaching	1	2	3	4	5
Classroom management	1	2	3	4	5
The impact of the wider school community	1	2	3	4	5
Yourself as a teacher	1	2	3	4	5

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Yourself as an adult learner	1 2 3 4 5
The use of Information and Communication Technologies (ICT)	1 2 3 4 5
The advantages and disadvantages of Computer Mediated Communication (CMC) ie the FirstClass network	1 2 3 4 5

Q 3). To whom and how often did you go to find help when you realised that you needed it this year? (Tick one column for each row)

Source of Help	Never	Once or twice during the year	Monthly	Weekly	Daily
To your mentor teacher.					
To the school principal.					
To fellow interns.					
To your course adviser.					
The university.					
Other teachers in the school.					
Family and friends.					
Other.(specify_____ _____					

Q 4). What are your preferred methods for seeking help? Please tick applicable responses.

- ☐ Face to face meetings
- ☐ Telephone conversations
- ☐ Fax messages
- ☐ The FirstClass network
- ☐ E-mail (other than FirstClass)
- ☐ Other.(please specify)_____

Q 5). How satisfied are you with the support that you have received this year from the following? (Tick one column for each row)

Source of Support	Least Satisfied 1	2	3	4	Very Satisfied 5
Your mentor teacher.					
The school principal.					
Fellow interns.					
Your course adviser.					
The university.					
Other teachers in the school.					
Family and friends.					

Q 6). Do you feel that you have been treated as an adult learner during your internship? (Tick one column for each row)

Source	Strongly disagree 1	2	3	4	Strongly agree 5
By your mentor teacher.					
By the school principal.					
By fellow interns.					
By your course adviser.					
By other teachers in the school.					

Q 7). Did you use the FirstClass Network when you needed help? Please Circle.

Never Once or twice Monthly Weekly Daily

Q 8). What was the nature of your contact on the FirstClass Network? (Please indicate your response using a ranking scale between 1 & 5
(1=Little use - 5= Frequent use) for each item. Please circle your response.

Seeking course advice	1	2	3	4	5
Seeking clarification of an assessment item	1	2	3	4	5
Sharing a successful practice	1	2	3	4	5
Helping a fellow intern	1	2	3	4	5
Personal messages to intern friends	1	2	3	4	5

Q 9). Did you assist other interns in their understanding of the FirstClass network?
(Please Circle).

Never Once or twice Monthly Weekly Daily

Q 10). Did you assist your mentor teacher in their understanding of the FirstClass network?
(Please Circle).

Never Once or twice Monthly Weekly Daily

Q 11). Please rank and indicate your level of agreement with each of the following statements.
Indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

I find that I learn more about ICT and CMC when I assist others in their learning	1	2	3	4	5
I was able to form a network of learners when I used the CMC network (FirstClass).	1	2	3	4	5
I consider ICT and the CMC network (FirstClass) to be a useful support and a viable means to conduct supervision of the interns.	1	2	3	4	5
During my internship I frequently used the CMC network (FirstClass) to maintain contact with the university.	1	2	3	4	5
During my internship I frequently used the CMC network (FirstClass) to maintain contact with my fellow interns.	1	2	3	4	5
During my internship I frequently used the CMC network (FirstClass) to maintain contact with my PDS.(Professional Development School)	1	2	3	4	5
During my internship I frequently used the CMC network (FirstClass) to access resources.	1	2	3	4	5
I am afraid of who might read what I had written on the CMC network (FirstClass)	1	2	3	4	5

Please indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

Q 12). When I finished my internship year I considered myself as being a 'capable teacher' because I recognised in myself the following professional attributes.

I am a flexible and adaptable teacher.	1	2	3	4	5
I am able to plan collaboratively.	1	2	3	4	5
I am literate in the use of ICT for Teaching and Learning.	1	2	3	4	5
I recognise my personal skills, knowledge and attitudes about Teaching and Learning.	1	2	3	4	5
I have a strong set of professional values about teaching and learning. These include ethics, trust, responsibility and integrity.	1	2	3	4	5
I have a high level of Self-efficacy, that is, my belief in my own capabilities to carry out the tasks required of a teacher and to act professionally.	1	2	3	4	5
I strongly value learning and the development of learners who manage their own learning for life.	1	2	3	4	5

Interview Questions for 2001 Interns.

Student ID number:

Gender:

Professional development school:

Interview Questions:

1) What do you see as being the important attributes of a capable teacher of the 21st Century?

2) What was your perception of the internship as you began this year?

3) Has your internship met your expectations and why/why not?

4) What can you identify as the main benefits of your internship?

5) What can you identify as possible improvements to the internship for 2002?

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Questionnaire for 2002 Interns (end of the internship)

Student ID number:

Gender:

Age:

Course enrolled in:

As a follow up to the questionnaires are you willing to be interviewed by the researcher? Yes/No

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Please indicate your response using a ranking scale between 1 & 5
(1=little understanding - 5= very clear understanding) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following at the end your internship year.

The purpose for you of the internship.	1 2 3 4 5
The process of "reflective mentoring" that was part of the internship.	1 2 3 4 5
The role of your mentor teacher.	1 2 3 4 5
The role of your university liaison lecturer.	1 2 3 4 5
The need for frequent and directed "reflection" that was part of the internship.	1 2 3 4 5
The purpose in maintaining on a regular basis the 'Professional Development Portfolio'.	1 2 3 4 5
The purpose of the Computer Mediated Communication (CMC) ie the FirstClass network.	1 2 3 4 5
How you made use the Computer Mediated Communication (CMC) ie the FirstClass network.	1 2 3 4 5
The manner in which you have been assessed.	1 2 3 4 5
The manner in which you were supervised during the internship.	1 2 3 4 5

Q 2).How important do you think it was for you to learn about each of the following during the period of your internship:
Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

School life in general	1 2 3 4 5
Teachers' daily work	1 2 3 4 5
Establishing positive relationships with students	1 2 3 4 5

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Developing positive relationships with the staff	1 2 3 4 5
Becoming part of the school staff	1 2 3 4 5
Curriculum development	1 2 3 4 5
Classroom planning	1 2 3 4 5
Classroom management	1 2 3 4 5
Your impact on the wider school community	1 2 3 4 5
Your concept of yourself as a teacher	1 2 3 4 5
Yourself as an adult learner	1 2 3 4 5
School use of Information and Communication Technologies (ICT)	1 2 3 4 5
What the school expects of a "Beginning teacher"	1 2 3 4 5

Q 3). To whom, and how often, did you go to find help when you needed it this year?(Tick one column for each row)

Source of Help	Never	Once or twice during the year	Monthly	Weekly	Daily
Your mentor teacher.					
Your school principal.					
Fellow interns.					
Your liaison lecturer.					
Other teachers in the school.					
Family and friends.					

Q 4). To use Information and Communication Technologies (ICT), within your learning environment, did you find that you required the following elements to be present. Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

Opportunity (accessible, available, reliable)	1 2 3 4 5
Propinquity (nearness to others using, being in a study group)	1 2 3 4 5
Necessity (only way to complete a task, a requirement)	1 2 3 4 5
Sagacity (gain satisfaction through insight)	1 2 3 4 5
Sanity (reasonable and achievable tasks)	1 2 3 4 5

Q 5). How satisfied are you with the support that you have received this year from the following? (Tick one column for each row)

Source of Support	Least Satisfied 1	2	3	4	Very Satisfied 5
Your mentor teacher.					
The school principal.					
Fellow interns.					
Your liaison lecturer.					
Other teachers in the school.					
Family and friends.					

Q 6). Do you feel that you have been treated as an adult learner during your internship? (Tick one column for each row)

Source	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
By your mentor teacher.					
By the school principal.					
By fellow interns.					
Your liaison lecturer					
By other teachers in the school.					

Q 7). Did you use the FirstClass, CMC Network? Please Circle.

Never Once or twice Monthly Weekly Daily

Q 8). Where did you use the FirstClass CMC Network? (Tick one column for each row)

Site of usage	Never	Once or twice during the year	Monthly	Weekly	Daily
At the university					
At home					
At school					

Q 9). What was the nature of your contact on the FirstClass CMC Network? (Please indicate your response using a ranking scale between 1 & 5
(1=little use - 5= frequent use) for each item. Please circle your response.

Seeking course advice	1	2	3	4	5
Seeking clarification of an assessment item	1	2	3	4	5
Sharing a successful practice	1	2	3	4	5
Accessing resources	1	2	3	4	5
Helping fellow interns	1	2	3	4	5
Personal messages to intern friends	1	2	3	4	5
Maintaining my Professional Development Portfolio	1	2	3	4	5
Being mentored by my mentor teacher	1	2	3	4	5
Being mentored by my liaison lecturer	1	2	3	4	5

Q 10). At the end of my internship I now consider myself as being a 'capable teacher' because I recognise in myself the following professional attributes.
Please indicate your response using a ranking scale between 1 & 5
(1= agree – 5= very strongly agree) for each item. Please circle your response.

I am a flexible and adaptable teacher.	1	2	3	4	5
I am able to plan collaboratively.	1	2	3	4	5
I am literate in the use of ICT for Teaching and Learning.	1	2	3	4	5
I recognise my personal skills, knowledge and attitudes about teaching and learning.	1	2	3	4	5
I have a strong set of professional values about teaching and learning. These include ethics, trust, responsibility and integrity.	1	2	3	4	5
I have a high level of Self-efficacy, that is, my belief in my own capabilities to carry out the tasks required of a teacher and to act professionally.	1	2	3	4	5
I strongly value learning and the development of learners who manage their own learning for life.	1	2	3	4	5

Q 11). Do you believe that the process of "reflective mentoring" has helped you to become a self efficacious and capable beginning teacher? (Tick one column for each row)

Source	Never 1)	Rarely (2)	Sometimes (3)	Often (4)	Always 5)
By your mentor teacher.					
By your liaison lecturer					

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Interview Questions for 2002 Interns.

Student ID number:

Gender:

Course enrolled in:

Professional development school:

Interview Questions:

1) Have you achieved the goals or learning outcomes that you identified for yourself at the beginning of the internship? If so, what has assisted you and what has hindered you in achieving these outcomes?

2) Has your internship met your expectations and why/why not?

3) What can you identify as the main benefits of your internship?

4) Do you think that the process of "reflective mentoring" has assisted you in becoming a self-efficacious and capable beginning teacher?

5) Do you think the use of a "professional development portfolio" has guided your thinking and facilitated your learning during your internship?

6) Can you identify the value to you of the FirstClass CMC network.

7) What can you identify as the signs of a successful/unsuccessful internship program in your Professional Development Schools (PDSs).

8) Finally are there any other comments, recommendations or feelings that you would like to share about any aspect of your internship year?

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Appendix Two

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Questionnaire for University staff involved in the 2001 program (Lecturers in Methods and Curriculum Studies)

Name:

Gender:

Please indicate your response using a ranking scale between 1 & 5
(1=very vague - 5= very clear) for each of the following items. Please circle your response.

Q 1) Please indicate your level of understanding about each of the following at the beginning of the 2001 internship.

The purpose of the internship.	1	2	3	4	5
The goals of the internship.	1	2	3	4	5
Your involvement in the internship for 2001	1	2	3	4	5
The way that the internship related to Methods/ or Curriculum Studies.	1	2	3	4	5

Q 2) Please rank and indicate your level of agreement with each of the following statements. Indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

I consider information and communication technology skills to be vital for teachers in today's schools?	1	2	3	4	5
I consider ICT and the CMC network (FirstClass) to be a useful support and a viable means to conduct supervision of the interns.	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with the interns.	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with my fellow lecturers.	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with the Professional Development Schools (PDS).	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with a number of mentor teachers.	1	2	3	4	5
I never used the CMC network (FirstClass) because I found that I had no need for it.	1	2	3	4	5

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Questions for University staff involved in the 2001 program (Lecturers in Methods and Curriculum Studies)

Name:

Gender:

Interview questions

1) What is your personal view about the internship of 2001?

2) What experiences have contributed to the formation of these feelings?

3) What do you see as being the important attributes of a capable teacher of the 21st Century?

4) What can you identify as the main benefits of the internship?

5) What can you identify as possible improvements to the internship for 2002?

MONASH UNIVERSITY

Questionnaire for Liaison Lecturers (end of internship year 2002)

Name:

Gender:

As a follow up to the questionnaires are you willing to be interviewed by the researcher? Yes/No

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Please indicate your response using a ranking scale between 1 & 5
(1=little understanding - 5= very clear) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following as you come to the end of your year in the role of liaison lecturer.

The purpose of conducting the internship.	1	2	3	4	5
The process of "reflective mentoring" that was part of the internship.	1	2	3	4	5
Your role as a liaison lecturer.	1	2	3	4	5
The role of the mentor teacher in the Professional Development School (PDS)	1	2	3	4	5
The need to assist your intern in a process of frequent and directed "reflection".	1	2	3	4	5
The need to guide and assist your intern in developing their "Professional Development Portfolio".	1	2	3	4	5
The purpose of the Computer Mediated Communication (CMC) ie the FirstClass network.	1	2	3	4	5
The manner in which you have assessed your interns.	1	2	3	4	5
The manner in which you have "supervised" your interns during the internship.	1	2	3	4	5

Q 2) Please rank and indicate your level of agreement with each of the following statements. Indicate your response using a ranking scale between 1 & 6
(0=Disagree, 1= agree - 5= very strongly agree) for each item. Please circle your response.

I consider information and communication technology skills to be vital for teachers in today's schools.	0	1	2	3	4	5
I have used the Computer Mediated Communication (CMC) network (FirstClass	0	1	2	3	4	5
I have found the CMC network to be a useful support and a viable means to conduct supervision of the interns.	0	1	2	3	4	5

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I have stayed in contact with the mentor teachers by making use of the CMC network	0 1 2 3 4 5
I believe that the process of "reflective mentoring" has helped my intern to become a self efficacious beginning teacher.	0 1 2 3 4 5

Q 3).How important do you think it has been for your interns to learn about each of the following during their internship:
Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

School life in general	1 2 3 4 5
Teachers' daily work	1 2 3 4 5
Establishing positive relationships with students	1 2 3 4 5
Developing positive relationships with the school staff	1 2 3 4 5
Becoming part of the school staff	1 2 3 4 5
Curriculum development	1 2 3 4 5
Classroom planning	1 2 3 4 5
Classroom management	1 2 3 4 5
The interns impact on the wider school community	1 2 3 4 5
Their concept as a teacher	1 2 3 4 5
School use of Information and Communication Technologies (ICT)	1 2 3 4 5
What the school expects of a "Beginning Teacher"	1 2 3 4 5

Q 4). In using Information and Communication Technologies (ICT) within your learning environment do you require the following elements to be present. Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

Opportunity (accessible, available, reliable)	1 2 3 4 5
Propinquity (nearness to others using ICT, being in a study group)	1 2 3 4 5
Necessity (only way to complete a task, a requirement)	1 2 3 4 5
Sagacity (gain satisfaction through insight)	1 2 3 4 5
Sanity (reasonable and achievable tasks)	1 2 3 4 5

Q 5) Please rank and indicate how frequent you have engaged with the CMC network at each of the following levels. (Tick one column for each row)

Level of engagement	Never	Rarely	Some times	Often	Always
I consider that my engagement on the Computer Mediated Communication (CMC) network (FirstClass) has been successful at level one (I have maintained access and I am motivated in my use of the network).					
I consider my engagement on the CMC network has been successful at level two (on-line socialisation has taken place on the network).					
I consider my engagement on the CMC network has been successful at level three (information has been shared and exchanged).					
I consider my engagement on the CMC network has been successful at level four (knowledge has been constructed as part of the intervention)					
I consider my engagement on the CMC network has been successful at level five (personal knowledge and goals have been developed)					

Interviews for Liaison Lecturers 2002.

1) Do you believe that your interns have achieved the goals or learning outcomes that they chose for their internship. If so, what can you identify as the factors that have assisted both you and your interns. What has hindered you in achieving these outcomes?

2) Has the internship program met your expectations and why/why not?

3) What can you identify as the main benefits of the internship?

4) Do you think that the process of "reflective mentoring" has assisted your interns in becoming a self-efficacious and capable beginning teachers?

5) Do you think the use of a "professional development portfolio" has guided your interns thinking and facilitated learning during the internship program?

6) Can you identify the value to you of the FirstClass CMC network.

7) What can you identify as the signs of a successful/unsuccessful internship program in the Professional Development Schools (PDSs)

8) Finally, are there any other comments, recommendations or feelings that you would like to share about any aspect of the internship?

Appendix Three

MONASH UNIVERSITY

Questionnaire for Mentor Teachers in Professional Development Schools.

Name:

Gender:

Professional development school:

Period of time in current school:

Position of responsibility in the school:

Intern/s responsible for:

Please indicate your response using a ranking scale between 1 & 5
(1=very vague - 5= very clear) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following at the beginning of the 2001 internship.

The purpose of the internship.	1	2	3	4	5
The goals of the internship.	1	2	3	4	5
Your involvement in the internship for 2001.	1	2	3	4	5
The purpose of the Computer Mediated Communication network (CMC) ie the FirstClass network.	1	2	3	4	5
The manner in which I was to assess interns.	1	2	3	4	5

Q 2). How satisfied are you with the support that you have received this year from the following? (Tick one column for each row)

Source of Support	Least Satisfied 1	2	3	4	Very Satisfied 5
The school principal					
Your intern/s					
The university					
Other teachers in the school					

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Q 3). What are your preferred methods for seeking help with reference to your interns? Please tick applicable responses.

- ☐ Face to face meetings
- ☐ Telephone conversations
- ☐ Fax messages
- ☐ The CMC network (FirstClass)
- ☐ E-mail (other than the CMC network FirstClass)

Q 4) Please rank and indicate your level of agreement with each of the following statements. Indicate your response using a ranking scale between 1 & 5
(1= Strongly disagree - 5= Strongly agree) for each item. Please circle your response.

I consider information and communication technology skills to be vital for teachers in today's schools.	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with my intern/s.	1	2	3	4	5
I consider ICT and the CMC network (FirstClass) to be a useful support and a viable means to conduct supervision of the interns.	1	2	3	4	5
During the 2001 internship I frequently used the CMC network (FirstClass) to maintain contact with my fellow mentor teachers.	1	2	3	4	5
I never used the CMC network (FirstClass) because I found that I had no need for it.	1	2	3	4	5

Q 5) Has your intern/s for 2001 displayed appropriate knowledge in the following areas? (Please tick the appropriate box)

Personal management and organisational skills	
Understanding the curriculum planning documents	
The need for and the ability to plan programs	
Classroom management	
Assessment and reporting procedures	

Questionnaire for Mentor Teachers in Professional Development Schools.

Name:

Gender:

Professional development school:

Period of time in current school:

Position of responsibility in the school:

Intern/s responsible for:

---

1) What is your personal view about the internship of 2001?
2) What experiences have contributed to the formation of these feelings?
3) What do you see as being the important attributes of a capable teacher of the 21st Century?
4) What should interns know when they come to your school as an intern?
5) What did you do when you recognised gaps in the interns' knowledge, skills or attitudes?
6) What can you identify as the main benefits of the internship?
7) What can you identify as possible improvements to the internship for 2002?

Questionnaire for Mentor Teachers (End of internship year 2002)

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Name:

Gender:

Professional development school:

As a follow up to the questionnaires are you willing to be interviewed by the researcher? Yes/No

---

Please indicate your response using a ranking scale between 1 & 5
(1=little understanding - 5= very clear understanding) for each of the following items. Please circle your response.

Q 1). Please indicate your level of understanding about each of the following as you come to the end of your year in the role of mentor teacher.

The purpose of conducting the internship.	1	2	3	4	5
The process of "reflective mentoring" that was part of the internship.	1	2	3	4	5
Your role as a mentor teacher.	1	2	3	4	5
The role of the university liaison lecturer.	1	2	3	4	5
The need to assist your intern in a process of frequent and directed "reflection".	1	2	3	4	5
The need to guide and assist your intern in developing their "Professional Development Portfolio".	1	2	3	4	5
The purpose of the Computer Mediated Communication (CMC) ie the FirstClass network.	1	2	3	4	5
The manner in which you have assessed your intern.	1	2	3	4	5
The manner in which you have "supervised" your intern during the internship.	1	2	3	4	5

Q 2) Please rank and indicate your level of agreement with each of the following statements. Indicate your response using a ranking scale between 1 & 6
(0=Disagree, 1= agree - 5= very strongly agree) for each item. Please circle your response.

I consider information and communication technology skills to be vital for teachers in today's schools.	0	1	2	3	4	5
I have used the Computer Mediated Communication (CMC) network (FirstClass	0	1	2	3	4	5

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I have found the CMC network to be a useful support and a viable means to conduct supervision of the interns.	0	1	2	3	4	5
I have stayed in contact with the Liaison lecturers and the university by making use of the CMC network	0	1	2	3	4	5
I believe that the process of "reflective mentoring" has helped my intern to become a self efficacious beginning teacher.	0	1	2	3	4	5

Q 3).How important do you think it has been for your intern to learn about each of the following during their internship:
Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

School life in general	1	2	3	4	5
Teachers' daily work	1	2	3	4	5
Establishing positive relationships with students	1	2	3	4	5
Developing positive relationships with the school staff	1	2	3	4	5
Becoming part of the school staff	1	2	3	4	5
Curriculum development	1	2	3	4	5
Classroom planning	1	2	3	4	5
Classroom management	1	2	3	4	5
The interns impact on the wider school community	1	2	3	4	5
Their concept as a teacher	1	2	3	4	5
School use of Information and Communication Technologies (ICT)	1	2	3	4	5
What the school expects of a "Beginning Teacher"	1	2	3	4	5

Q 4). In using Information and Communication Technologies (ICT) within your learning environment do you require the following elements to be present. Please indicate your response using a ranking scale between 1 & 5
(1=of little importance - 5= very important) for each item. Please circle your response.

Opportunity (accessible, available, reliable)	1	2	3	4	5
Propinquity (nearness to others using ICT, being in a study group)	1	2	3	4	5
Necessity (only way to complete a task, a requirement)	1	2	3	4	5
Sagacity (gain satisfaction through insight)	1	2	3	4	5
Sanity (reasonable and achievable tasks)	1	2	3	4	5

Q 5) Please rank and indicate how frequent you have engaged with the CMC network at each of the following levels. (Tick one column for each row)

Level of engagement	Never	Rarely	Some times	Often	Always
I consider that my engagement on the Computer Mediated Communication (CMC) network (FirstClass) has been successful at level one (I have maintained access and I am motivated in my use of the network).					
I consider my engagement on the CMC network has been successful at level two (on-line socialisation has taken place on the network).					
I consider my engagement on the CMC network has been successful at level three (information has been shared and exchanged).					
I consider my engagement on the CMC network has been successful at level four (knowledge has been constructed as part of the intervention)					
I consider my engagement on the CMC network has been successful at level five (personal knowledge and goals have been developed)					

MONASH UNIVERSITY

Interview Questions for Mentor Teachers2002.

Name:

Gender:

Professional development school:

Interview Questions:

1) Do you believe that your intern has achieved the goals or learning outcomes that they chose for their internship. If so, what can you identify as the factors that have assisted both you and your intern. What has hindered you in achieving these outcomes?

2) Has the internship program met your expectations and why/why not?

3) What can you identify as the main benefits of the internship?

4) Do you think that the process of "reflective mentoring" has assisted your intern in becoming a self-efficacious and capable beginning teacher?

5) Do you think the use of a "professional development portfolio" has guided your interns thinking and facilitated learning during the internship program?

6) Can you identify the value to you of the FirstClass CMC network.

7) What can you identify as the signs of a successful/unsuccessful internship program in your Professional Development School (PDS)

8) Finally, are there any other comments, recommendations or feelings that you would like to share about any aspect of the internship?

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