HOW DO PRE-SERVICE TEACHERS ENGAGE STUDENTS IN LEARNING DURING PROFESSIONAL EXPERIENCE?

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Abstract

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Across the initial teacher education (ITE) literature, professional experience programs (PEP) are recognised as a key component of pre-service teachers' education (Le Cornu, 2016; Zeichner, 2010). There is limited research on pre-service teachers' (PSTs) experiences of participating in professional experience programs and an area that is least understood is how they engage primary school students in learning. Set against these gaps in the literature this narrative inquiry explored the experiences of PSTs during their professional experience placements in primary schools. I was interested in how PSTs were engaging their students in learning.

The research focused on a small group of PSTs who completed their professional experience placements in primary schools within New South Wales in Australia. The study is a narrative inquiry into the experiences of these pre-service teachers and how they inquired into the way they engaged their students in learning during their day-to-day teaching. In the study I was positioned as a researcher and a teacher educator who worked with the pre-service teachers through their coursework.

Field texts (data) for this study included focus groups, one-on-one conversations and questionnaires. Narrative accounts presented as portraits were composed from the data for each of the six PSTs. These portraits were then analysed further and I identified four emergent threads across the portraits: the connection/disconnection between theory and practice; the importance of relationships with key people who taught the pre-service teachers about engagement; the power of reflection on experience in the context of classroom practice; and how the pre-service teachers' professional identities were shaped through each of these threads.

My research revealed that, for these preservice teachers, Dewey's (1938) concept of experience, engendered through narratives of critical events during professional experience, was a powerful influence on learning. The thesis highlights that an approach to pre-service teachers' professional experience that is inquiry focused and grounded in the day-to-day practices of teaching may contribute to valuable opportunities for learning how to engage primary school students. These findings have implications for the design of professional experience programs in ITE.

Acknowledgements

I have never seen myself as overly good at school, average at best but I have always known the love of family and friends. When I left school I chose to become a registered nurse and the most profound role I had was to help people in their homes, many to fulfil a desire to die peacefully at home, mostly from cancer. I was in my twenties at the time. These experiences shaped my view on life which I carry with me today- "Be a memory maker" and "Live today". A car accident meant that a damaged spine necessitated a rethink of my careers aspirations. I always liked teaching patients, fun, games and children. So I chose to become a primary school teacher.

Love appears in many ways and forms, often unexpected. My family is large and we call ourselves, "rent a crowd". I grew up with what I see as a "typical Aussie working class family". I am proud to be part of the Nicoll (dad) and Riley (mum) clans. As I am writing my acknowledgements it is December 14th 2018 and I am reminded of one of my early favourite childhood memories, Christmas and the birth of Christ. I can still see etched in my childhood memory all the gifts under the Christmas tree each year from "rent a crowd". I am also writing after a day of teaching as a tutor on issues like inclusion and ideas like UDL (Universal Design of Learning) - In my words- access and equity for all including those from Indigenous communities, from the wealthier communities in Sydney and those from low socio-economic communities and for those in remote regions, non-English speaking backgrounds, with disabilities and learning difficulties to the gifted and talented. I am of the view quality education for all regardless of, where you are born- what Rawls describes as the 'lottery of life'. My family welcomes all with honest open arms. That is our way. Gosh, where do I start to thank people? My PhD has been a journey in my words, "a comedy of errors" (mostly mine). And life kept getting in the way.

I wish to thank my dad (who I pray is in heaven) and my mum. Dad died on June 4th, 2005 in his sleep. Dad and mum did all they could for their four kids. We call mum now, "Nanny Sass" (Sass is positive energy and attitude) and is so true. I get my strength and friendly ways from mum and dad. I wish to thank our next gen of 'sass'- my two children- Sar Bear (Sarah) and Alec. Then my nieces and nephews Louise, Claudia, Mahdi and Malik. Ann (Annie) is married to Andrew and mum fondly calls them "Joan and Darby" and is so true. My brother, Peter (Av) who looks after dad's four girls (Mum, Annie, Sandy and Ronnie). Our Londoners- My younger sister, Ronnie and her hubby, Aziz (born in Chad, Africa) and their gorgeous boys Mahdi (signed by Chelsea age eight- Aunty bragging rights), little Malik and bub number three

due 10/3/2019 (who was born just before my markers comments came back- A little girl-Tamaraya Maureen (named after her paternal grandmother and my our mum/nanny-Maureen).

I wish to thank my extended family who have loved me through the good and bad, my PhD team of wise owls, Professor Mary Ryan, Dr. Trudy Ambler and Dr. David Saltmarsh. They patiently waited for me as I clumsily navigated my way through my long journey of a PhD with kind words, patience and wisdom. I have met many teachers on my journey, six of which are in my PhD not to mention all the pre-service teachers. In my last year as a PhD student I was blessed to be placed on a floor with other PhD students, domestic and international. We formed our own little community as we all tried to navigate our way in "tap" land. Then how can I thank all my friends?

If this makes you smile, you know I am thanking you.

Every class I ever taught has been special. But, I wish to thank two. My first class ever-Year One in Mount Druitt in 1993 who taught me how to teach! I cried often that year as I felt I was letting them down. Thank you! And my first tutorial group whose stories on 'prac' became the birth of my PhD. Our class song was "Moves like Jagger" By Maroon Five. Every-time I hear it, it makes me smile.

My ending thoughts are- Mum thank you for loving me when I am at my very worst and my very best. I leave this acknowledgements now with a Johnny (dad) quote:

JOHNNY WISDOM

"Time waits for no-one"

Dad said this on his last Christmas 25/12/2004

John Raymond Nicoll

I can do all things through Christ who strengthens me. I thank God who has given me faith, hope and love. He has looked after me during my PhD journey.

Declaration

I certify that the work in this thesis entitled *How do pre-service teachers engage students in learning during professional experience?* Has not previously been submitted for a degree nor has it been submitted as part of the requirement for a degree to any other University or institution other than Macquarie University. I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself has been appropriately acknowledged. Furthermore, I certify that all information, sources and literature used are indicated in the thesis.

Macquarie University Ethics Review Committee, reference number 5201100820, approved 10 November 2011.

Signed

J Nicoll

Date: 20/12/2018

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CHAPTER ONE: INTRODUCTION

1.1 Overview

Professional experience programs can be a powerful influence on the development of pre-service teachers (Craig, 2018; Conklin & Kalchman, 2018). This thesis is concerned with 'how' pre-service teachers learn to engage students in learning during their professional placements in primary schools. The thesis argues that pre-service teachers construct knowledge and learn about engagement through drawing on theoretical ideas, building relationships, reflecting on their work and the development of a professional identity during their professional experience program. The thesis seeks to contribute to the preparation of primary pre-service teachers, particularly in the area of student engagement and professional experience programs as a way to support them to become quality teachers (Hayes, Mills, Christie & Lingard, 2006). This thesis has outlined new understandings from the perspectives of pre-service teachers about how professional experience provides an opportunity to develop key relationships, to apply understandings of theory to practice, and to understand their own identities as beginning teachers.

1.2 Background discussion: The birth of my PhD

The main influences on the inception of this study came from a combination of my professional and personal contexts and I share these experiences to ground my research around pre-service teachers and student engagement. These two contexts are formed from different features that provide openings for understanding how the research came to develop. My development as a teacher, value system, the environment of the schools in which I worked and educational policy all contributed to the initiation of this research. These features are of relevance because they form the personal and professional contexts that closely meshed together and came to permeate the research on different levels, influencing both the selection of the theme for the research and the choice of methodological and conceptual framework.

Professional experience programs have always fascinated me and this began in my first year of study as an undergraduate pre-service teacher (PST), which we called a student teacher back in 1990. I found myself teaching in a primary classroom in my sixth week of study and it was not what I expected and I was faced with what I now know as 'praxis shock' (Ballantyne, 2006). I felt ill prepared. Over my three years of study I met teachers and lecturers who had a very autocratic style (Aspland, 2006), which perplexed me because it did not seem to help me with my learning. I was twenty-three at the time, working as a nurse in the evenings and helping people who wished to die at home. In my paid profession, families embraced me as they cried

with me and looked to me as a professional who had a wealth of knowledge and compassion coupled with understandings of theory such as the five stages of grief (Kubler-Ross, 1969) and Maslow's Hierarchy of Needs. Yet, during my preparation for teaching in coursework activities and when on 'prac' in a classroom I felt like I was a burden, an inconvenience and I was told what I must say and do: these 'images' are still imprinted in my head (Cochran-Smith & Lytle, 1999). These are my very own 'critical events' (Webster & Mertova, 2007) from my experience of two similar professions and led me to this thesis topic. I realised over time that key researchers have recognised Professional Experience Programs as a core function within Initial Teacher Education and form the basis of a quality program but are often hotly contested (Darling-Hammond, 2006; Zeichner, 1999). Professional experience provides an opportunity for pre-service teachers to translate important research and theories into practice. However, there is a dearth of research into the key elements of a professional experience program from the perspective of pre-service teachers. This thesis aims to contribute to this gap in knowledge.

By the time I graduated, I knew my teacher identity (Freese, 2006) was framed by a genuine passion and desire to embrace a community of learners (Wenger, 2000) and I was determined to be a quality teacher, drawing upon my own understandings about pedagogy, how to assess and to teach the curriculum with integrity, as I did in nursing. My first year of teaching in a hard to staff school in a low socio-economic multi-cultural community was far removed from my own life experiences, which was unexpected as my family identified as working-class. These many invaluable experiences changed my whole teacher identity for the better by helping me to succeed and continue to learn about teaching (pedagogy). ITE theories of the time, like approaches to behaviour management (do not smile before Easter) Redman, (2006) and teaching English as 'whole language' were seen as 'best practice'. But this was not the case in my own classroom and I found that in some cases the 'whole language' approach was not helping my students learn to read. In term three, I had an honest and respectful discussion with my Principal and after her input and guidance I chose to disconnect from much of the theory I learnt at university, as it was not helping me meet the learning needs of the diverse students within the school. This involved extensive self-reflection, a willingness to be vulnerable and honest, which are core to my professional values and also values from my family.

When I began my PhD journey in 2011, I did not know what I wanted to research beyond helping children have access to a quality education and the idea of engagement was in my mind. Access, inclusion, equity and excellence were always a given. By this point after completing my Master's degree I had observed trends in areas like technology, globalisation, gender, the political arena and neo-liberalism (Beare, 2003, Ritzer, 2009, 2007, 1993). I, like Ritzer, felt 'disenchanted' by many events and the impact upon my profession. I observed the rise of

accountability, surveillance and accreditation in a time of push-pull with policy in schools (Angus, 2015, Cochran-Smith, Carney, Keefe, Burton, Chang, Fernandez, Miller, Sanchez & Baker, 2018). I felt much distress for what I saw happening in schools, to pre-service teachers and teachers and their school communities.

As a novice Teacher Educator in 2011, during repeated coursework tutorial discussions with students, professional experience seemed to be the most popular topic for exploration, which was not part of the coursework. I responded as pre-service teachers kept asking me too, so I offered sprinkles of advice, like "a strand of pearls" (Craig, You & Oh, 2017, p.304) during the tutorials. I then began to wonder do pre-service teachers still face similar issues to those I encountered back in the 1990s with professional experience, was it still giving students praxis shock. It seemed that it was still the case and here was the birth of my PhD. One of the first reports I read was "School is for me" (Munns, 2006). I personally understood this action research project as the school communities were very much like the school where I first started my teaching. I realised the potential of the impact of independent action research (Johnson & Christenson, 2008) projects. But, I wanted to know what happened before, so I chose to research pre-service teachers and that was after considering all the red tape required to conduct action research in a state-run school.

Through observation and word of mouth I was very aware there was no universally agreed upon model for professional experience and this situation has always intrigued me. As I read, I could see globally there were commonalities (Darling-Hammond, 2006) like best practice principles during professional experience programs (Bokdam & van den Ende, 2014; Ingvarson, Reid & Buckley, 2014; Zeichner & Conklin, 2008). Universally exemplar models of ITE became core as a way to understand my study. I also chose to read about what was happening in ITE programs for the timeframe from 1960-2018 as a way to understand how to connect trends in theory, for example, and the impact upon practice. Ultimately, I chose to draw upon John Dewey (1916, 1938) as a theorist for this study and I felt Narrative inquiry was the best way for me to explore my research question (Clandinin & Connelly, 2000) as I have always enjoyed listening to stories of people's experiences and lives. I chose to research engagement, as it was a core concern in every primary classroom regardless of the school community. I read research literature by researchers like Darling-Hammond (2017), Le Cornu (2016), Mayer, Dixon, Kline, Kostogriz, Moss, Rowan, Walker-Gibbs and White (2017). All I really knew was anecdotal, pre-service teachers kept asking- "Sandy why can't we have more time in the classroom to put into practice what we have learned in coursework, such as theory?" I felt the same way and agreed. But intuitively I knew it had to be more complex.

1.3 The context of ITE in Australia and beyond

World-wide trends have to be considered to gain an understanding of Initial Teacher Education (ITE) in Australia. ITE has become responsive to the fast pace of key trends like globalisation (Yates & Young, 2010), economic rationalism- often called neo-liberalism, and the connection with public policy (Busemeyer, 2009). For example, changes in policy meant the education of teachers was facing scrutiny and accountability initiatives were 'shaping the field' of teacher preparation. I noticed some researchers were calling for a 'reclaiming' of a profession I dearly cared for despite many calling for "ed reform" (Cochran-Smith, et al, 2018, p.8) and they claimed accountability was going in the wrong direction, which I agreed with, anecdotally. The role of technology (Tait, 2016) and the rapid changes such as the rise of ideas like a ubiquitous learner (Cope & Kalantzis, 2008) were also prevalent. Each trend is relevant for this thesis, for collectively they have impacted upon ITE. Across disciplines, nations are calling for the "knowledge worker" (Davenport, 2005) and the role of teachers in this is paramount. The education of pre-service teachers is a way forward with getting the next generation ready for the future. Upon graduation, pre-service teachers become teachers who will be responsible for teaching national educational goals, which are designed to support the preparation of students for active citizenship in the knowledge society. Currently for Australia, the system of education is responding to national goals outlined in The Melbourne Declaration (Barr, 2008), which aims to achieve equity and excellence by fostering success in the classroom in areas like student engagement, citizenship formation, confidence and active participation in a culturally diverse community.

I could see reports released by the Australian Institute of Teaching and School Leadership (AITSL, 2016); The Teacher Education Ministerial Advisory Group (TEMAG) (2014); the Australian government initial teacher education data (2013) and the Grattan Institute (Goss & Sonnemann, 2017) had commonalities such as the importance of quality teachers and student engagement. The search for an exemplar ITE framework (Darling-Hammond, 2017) became relevant for this thesis, in particular, the importance of professional experience programs (Le Cornu, 2016; 2010, 2009, 2007) in the twenty-first century. Recent research suggests that ITE course designers will be required to keep reviewing the role of theory-practice and the connection with evidence-based practice (Rowan, Mayer, Kline, Kostogriz & Walker-Gibbs, 2015). Along with relationships, reflection and professional identity formation have a connection with engagement.

One recent concern stemmed from the Goss and Sonnemann (2017) report on Australian ITE programs' psychology textbooks. Their discussion on behaviour management from a

psychological frame of reference to inform practice, for example, is riddled with conjecture and not supported by evidence (O'Neill & Stephenson, 2014). Consequently, this thesis is timely because the pre-service teachers in this study discuss the importance of these textbooks and some chose to disconnect from 'best practice' taught in coursework when they were attempting to put theory on behaviour management into the classroom, as a tool to engage students. It is no surprise that learning to become a teacher is complex (Ryan, 2011), complicated (Ewing & Bokdam & van den Ende, 2015), often hotly debated (OECD, 2006) and contested. For me as an observer, I particularly noticed, that since the turn of the twenty-first century, notions like surveillance, accountability and 'blame' have almost become every-day practice.

Schools in Australia are now faced with a crowded curriculum. Discourse in the news media suggests in New South Wales, Australia there is a call for 'decluttering of curriculum'. For example, recent announcements by the NSW premier Gladys Berejiklian in May 2018 means there will be a review of curriculum over the next 18 months particularly in the primary school sector (Carter in The Conversation, 2018). The rapid release of five new syllabus documents (English, Mathematics, Science, HSIE, Technologies) Kindergarten to Year Ten over the past four years, described as Learning Areas, was being questioned. The NSW Board of Studies website recently renamed NSW Education Standards Authority (NESA), which is responsible for curriculum and mandatory accreditation procedures as required under the Teacher Education Act 2004 (Australian Government, 2013; NESA, 2018). NESA is responsible for NSW curriculum documents and will be involved in a flow on effect in ITE in terms of subjects the pre-service teachers are encouraged to teach.

Another point to consider for this thesis is that by the end of 2018, for pre-service teachers to become graduate classroom teachers they will be required to undergo rigorous accreditation procedures as evidenced in the rise of national standards such as AITSL (2015; 2014; 2013) and the Australian Curriculum Assessment and Reporting Authority (ACARA) (2016). Upon graduation pre-service graduate teachers are required to meet standards in areas like teacher knowledge and understandings as a way forward with career progression and bench-marking (Ingvarson et al., 2014). This includes sitting for mandatory literacy and numeracy tests at the completion of tertiary studies as well as mandatory training in areas like anaphylaxis shock.

Another trend worthy of mention for this thesis is that schools are faced with high stakes testing, which has been influenced by international organisations like the OECD (2006). In Australia, this has transpired in to what is called NAPLAN and the rise of a national website (MySchool) to report on schools (Polesel, Rice & Dulfer, 2014). A flow on effect is the rise of

expectations by key stakeholders like parents and business, and this is influencing opportunities afforded to pre-service teachers during professional experience programs such as the types of lessons taught and learning to communicate with parents. The connection with ITE is the call for quality teachers to begin their career development during university studies. The concept of 'quality teacher' is contested. It is invariably used when analysing student achievement and therefore is reduced to a measurable form which does not account for the complex dimensions of teaching in diverse communities (Fitchett & Heafner, 2018). Indeed, teacher qualities are often misrepresented as proxies for the quality of instruction (Kennedy, 2010).

Consequently, opportunities in classrooms and the various stressors pre-service teachers face when engaging students is apparent (Goss & Sonnemann, 2017). For example, in a climate of intense pressure where procedures and processes with accreditation for new graduates (Cochran-Smith et al., 2018) are influencing directions in ITE there is a desire for 'inquiry as stance' and for pre-service teachers to understand theory practice connections, ways of knowing and the interplay of research, policy and practice.

Globally, exemplar frameworks for ITE have been called for as a pathway to support the development of pre-service teachers (Bokdam & van den Ende, 2014; Darling-Hammond, 2006, 2018; Conklin and Kalchman 2018). For this thesis I chose to draw upon the Zeichner and Conklin (2008) ITE exemplar framework typology. It offers characteristics like the consideration of institutional contexts, views on teaching, learning and schooling, curriculum and coursework, professional experience (this thesis), instructional strategies and internal organisational features. Australia, in response to frameworks like this, now has a system of bench-marking. As a nation, currently, pre-service teachers are now heavily regulated and ITE has responded to the drive for efficiency, accountability and the rise of surveillance (Billett, 2008; Ahmed, Appendino & Ruta, 2015; Le Cornu, 2016). This saw professional experience programs in the years of 2011-2013 focus upon learning to teach in two main learning areas, Mathematics and English.

To gain a broad sweeping view I chose for this thesis to consider key historical events or critical events (Webster & Mertova, 2007) from the period 1960-2018. This was done to further my understanding of the current context for ITE. By understanding key trends and how practice was informed by changes in research meant these fifty-eight years are crucial to take into consideration (Aspland, 2006; Forzani, 2014; Le Cornu, 2016; Zeichner, 2010, 1983; Zeichner, Payne & Brayko, 2015). Considering these trends and critical events provided a platform to offer ideas on similarities and comparisons (Darling-Hammond, 2006; Zeichner & Conklin, 2008) as a way forward when considering possible reforms in ITE such as models of professional experience. Consequently, my hope was to initially build upon my own personal knowledge base

so I could weave research through my data as a way forward to support my own analysis. I could then draw upon this to make highlight opportunities for improvements. I seek for my thesis to offer new knowledge and to build upon what is known about exemplar models of ITE in the area of professional experience and possible ways to facilitate and promote quality teaching practices.

1.4 The purpose of the thesis

My thesis question is - How do pre-service teachers engage students in learning during professional experience? By answering this research question, I seek to offer insights into what it may take to become a quality teacher in the twenty-first century. I am really asking - What does effective practice look like, and what does a quality teacher of engagement look like? Finally, what can we learn on this topic to add to the body of limited knowledge? Answering these questions will support ideas about professional experience (Zeichner, 2010, 2002, 1983). Engaging students as evidenced in NSW, Australia in the Quality Teacher Framework (NSWQTF) (Hayes et al., 2007) has made 'engagement' a core element and priority for classroom teachers during professional experience. This aligns with other researchers' findings like Darling-Hammond (1997) and Cochran-Smith (2010) who call for a review of current models of professional experience. I could see there was a gap in the literature in terms of understanding how engagement is considered by pre-service teachers during professional experiences programs.

1.5 Scope and significance of the thesis and why it is important

Saks (2012) suggests a professional has qualities that include being able to name given theorists and theories, name key terms and show complex understandings of knowledge and concepts and how this is put into practice. It is evident in research that teaching is now deemed a profession and no longer just a skill based job (Caldwell, Davis & Devine, 2009; Ryan & Bourke, 2013). Professionals display qualities such as trustworthiness and being able to demonstrate key attitudes, emotions and intellectual domains (Ryan & Bourke, 2013). Darling-Hammond and Bransford (2005) see teaching as a calling/vocation as well as a profession. Anecdotally I agreed, but I was aware my own opinion was insufficient and deeper research was necessary. Over time, as I read more I realised much of what I was researching was significant, for combined they formed the basis of teacher identity (Freese, 2006).

This study considered professional experience programs globally. I looked at a 'sprinkling' of nations to gain a better understanding. For example, I considered Finland, US, UK, Singapore, Canada and Australia (Darling- Hammond, 2017). Upon looking at various ITE frameworks such as Bokdam and van den Ende (2014), Ingvarson et al., (2014), Darling-Hammond (2006) and Conklin and Kalchman (2018) I decided to draw upon the Zeichner and

Conklin (2008) typology framework. As an added layer, I felt a need to go back in time to look at historical trends. I chose 1960 as I could see across research by Zeichner (1983; 2010), Aspland (2006), Forzani (2014) and Le Cornu (2016) that this decade signified the beginning of research into teacher preparation and development with particular styles beginning to be documented (Aspland, 2006).

This study is important for it will add to the knowledge on ITE programs with particular reference to professional experience programs in the 21st century where notions like accountability, surveillance and expectations are high. This study focuses on the area of learning to teach engagement in particular and hopes to support the role of professional experience programs and the connection between universities and schools, which Wenger suggests involves a notion described as Communities of Practice (Wenger, 2000).

1.6 Research design and Dewey

Dewey's (1938) ideas inform the theoretical framework for this thesis for he was able to explain that lived experience has two core principles - continuity and interaction - which are functions of student-centred learning (Shaffer & Resnick, 1991). Recapturing critical events (Webster & Mertova, 2007) from the pre-service teachers' classroom experiences with engagement for each of the six pre-service teachers (Tony, Melissa, Anna, Grace, Roy and Laura) became important for this thesis. I aimed to gain a deeper understanding of the connection between teaching, learning and engagement in the primary classroom. Dewey (1938) said continuity provides opportunities to understand the impact of past experience and this offers a process to inform future action. Interaction was also considered to be relevant for this thesis as relationships (Dewey, 1938) afford opportunities to make a connection between experience and continuity. Situation as understood by Dewey (1938) offered me ways forward with this thesis by fostering an organic connection. For example, this was evidenced by the personal qualities of each pre-service teacher and connections with broader areas like political ideology (neo-liberalism), the impact of communities globally and the role of technology. Finally, reflection (Dewey, 1938) became a core element for this thesis as reflection on lived experiences was well suited to the aims of this study.

The six pre-service primary teachers who participated in this study (Tony, Melissa, Anna, Grace, Roy and Laura) volunteered in response to the use of a snowballing technique (Johnson & Christenson, 2008). Over eighteen months they met with me to have relaxed style conversations based on indicative open-ended indicative topics on themes of engagement and disengagement (Trowler, 2010). Through the use of the qualitative methodology narrative inquiry (Connelly & Clandinin, 2000, 1999; Riessman, 2008, 1993) I sought to unpack the field texts collected to

answer the research question - How do pre-service teachers engage students in learning during professional experience? As a way forward I chose to ask the six pre-service teachers to discuss critical events (Webster & Mertova, 2007) with engagement and disengagement during professional experience programs. As a strongly autobiographical and experiential approach, narrative inquiry shaped the portraits (Lawrence-Lightfoot & Hoffmann Davis, 1997) of these novice teachers. Ideas from Clandinin and Connelly (2000) on narrative inquiry became important to the study, particularly their stance that narrative is always multi-layered and many stranded. The participants discussed their own experiences and shared dialogue amongst themselves within their own 'communities of practice' environments (Baguley & Brown, 2007; Wenger, 2000).

Overview of thesis chapters

Chapter 1- Introduction.

This chapter outlines my journey and why I chose to explore the topic selected for this study. It offers a brief overview of the methodological framework and context of the study. As a qualitative research study, I note the research question and why I chose Dewey (1916, 1938) and narrative inquiry (Clandinin & Connelly, 2000). In essence, this chapter sets the scene for understanding my thesis.

Chapter 2: Literature review

This chapter starts by discussing some of the key features that form the current context for ITE - globalisation, technology and engagement. Then, I outline the topic of Initial Teacher Education (ITE). This includes a discussion of the development of ITE models from a historical point of view from 1960-2018. It discusses examples of research and the connection between coursework and professional experience, which has influenced the practice of pre-service teachers. Then the review goes on to outline professional experience models and draws upon the Zeichner and Conklin's (2008) exemplar framework. For engagement, I draw upon literature noting this concept is multi-layered and multi-dimensional (Trowler, 2010) and can be considered psychologically and behaviourally (Chapman, 2003), emotionally (Watkins, 2005) and cognitively (Federicks, Blumenfield & Paris, 2004) as well as sociologically (Jones, 2013). Finally, as an end point, I outline teacher identity (Freese, 2006) and pre-service teacher identity (Ronfedt & Grossman, 2008) formation, as a way forward to understand the data collected, such as each pre-service teachers' experiences with cognitive dissonance (Fisher at al., 2008) as a way of developing their own identity.

Chapter 3: Theory and methodology.

This chapter offers a discussion of ideas put forward by Dewey (1938) like continuity, interaction, situation and reflection. This was relevant for this study as each idea from Dewey combined to help me understand the data collected and the process of analysis. It then discusses the connection Dewey makes with theory-practice and the role of the teacher and learning. I also outline the qualitative methodology of narrative inquiry (Clandinin & Connelly, 2000; Kooy 2006). Narrative inquiry is a way of understanding lived experiences and this seemed a logical way to explore experiences of learning to engage students, as each pre-service teacher shared the stories of their emerging professional lives. I drew upon ideas as proposed by Webster and Mertova (2007) to look for critical events as revealed through story.

Chapter 4: Narrrative portraits.

This chapter presents the narratives from the field texts in six portraits (Lawrence-Lightfoot & Hoffmann Davis, 1997) - one for each of the participants in the study. The portraits were developed by using exact quotes from Tony, Melissa, Anna, Grace, Roy and Laura to explore and respond to the research question – How do pre-service teachers engage students in learning during professional experience? Portraits (Lawrence-Lightfoot & Hoffman Davis, 1997) became a way to understand the research puzzle affording me a way to connect critical events as a tapestry and lending itself to further analysis and opportunities for learning.

Chapter 5: Narrative threads.

This chapter focuses upon discussing the four resonant threads (Bell, 2003; Bell, 2002; Clandinin, Lessard & Caine, 2012) that emerged from the portraits in chapter four, drawing upon previous references (Watson, 2006) and research findings to further develop insights about pre-service teachers and their experiences of engaging students in learning.

Chapter 6: Conclusion.

This chapter reviews the findings as a way forward to address the research question, outline conclusions drawn, note challenges, outline possible implications for teacher education and suggestions for future research directions.

Concluding comment for the introduction.

The introduction was designed to give an overview of the thesis. To follow, is Chapter Two the literature review. This will outline a contextual discussion followed by a discussion of engagement, Initial Teacher Education (ITE) research, the role of professional experience and finally the development of identity - classroom teacher (CT), pre-service teacher (PST) and Teacher Educator (TE).

CHAPTER TWO: LITERATURE REVIEW

In my search for literature to understand pre-service teachers' experiences of engaging students in learning on professional placements I looked for research in key areas to inform this construct. In doing this I came to understand the importance of the contexts in which the pre-service teachers and I were immersed. These contexts are important because they shape the way student engagement, initial teacher education and school experience programs are conceived. As a teacher educator working with pre-service teachers I was attuned to the contexts in which we found ourselves located and their influence upon this research. This chapter starts with an overview of some of the key socio-political contexts in which the pre-service teachers and I were situated. I then examine the literature related to the research in four main areas: student engagement; initial teacher education (ITE); professional experience programs (PEP) and pre-service teacher identity (PST). First, I offer a discussion of the global and national context relevant to educational trends in Australia. The review then explores student engagement focusing upon the classroom. I then outline features and trends within ITE using an historical lens that includes topologies of ITE timeframes and conceptualisations of ITE from 1960 until 2018. I then move on to a discussion of ITE and trends within professional experience programs. Finally, I outline the themes of teacher identity and pre-service teacher identity development. Together the literature review is designed to inform the development of the research question - how do pre-service teachers learn to engage primary school students during professional experience?

2.1 CONTEXT DISCUSSION

PART A: CONTEXT: GLOBAL

2.1.2 Overview

The global context discussion will explain key trends and events and intertwined processes, which have influenced the preparation of primary PSTs in ITE taking a socio-political frame. Drawing upon this frame I will briefly review how ITE has been influenced by public and private agencies globally.

2.1.3 Background: global influences on education

A multi-faceted global socio-political context has influenced education (Welch, 2010, 2002). Major corporations and international organisations such as the OECD (2016), have supported activities, initiatives and policies that have had an impact on education systems globally and this has resulted in the alteration of educational agencies economically, politically

and socially (Barker, 2005; Singh, 2004). Policy initiatives, often described as rapid, costly and complex (Ritzer, 2007), have emerged as the big picture goal of nations seeking to prosper and to compete in a race to the top (Boser, 2012; Welch, 2010). Global processes driving such phenomena include four core elements: globalisation, economic rationalism often described as neo-liberalism, advancements in technology and patterns in gender opportunities (Beare, 2001; Connell, 2013; Ritzer, 2007; Robinson, 2007; Welch, 2010). These trends have ideas towards citizenship and the role education plays in the 21st century

2.1.4 Globalisation: Citizenship in the 21st century

The catch phrase 'globalisation' continues to lack consensus regarding a definition (Ritzer, 2007). A cultural definition involves understanding globalisation as "…an example of power/knowledge in operation" (Sidhu, 2003, p. 64). Globalisation can also be described as spatial patterning and imaginaries (visions) that change citizens' expectations of life opportunities (Scholte, 2007; Walsh, 2012) and engagements with global trends. Sidhu (2003) suggests a "'Re-narrativizing' [of] the globalization story requires an understanding of how power relations inform and influence transcultural and transnational flows." (p. 66). Political character globally is often understood to involve a sense of authority and legitimacy (Cakir & Demirhan, 2011; Frede, 2011; Trees, 2005). Authority can include the power to make decisions and give direction and this is evident globally. Blurring of boundaries are also emerging due to globalisation and this shift in 'citizenship' suggests changes are occurring economically, socially and ecologically (Cakir & Demirhan, 2011). For Australia, globalisation has contributed to the development of national goals for education - The Melbourne Declaration 2008 (Barr, 2008) – which are designed to ensure that all young Australians have an opportunity to achieve equity and excellence and become successful learners who are creative, confident, active and informed. Core to achieving the national goals is the role of teachers and the role of ITE, particularly elements of professional experience programs.

2.1.5 Education: Economic rationalism, the rise of neo-liberalism and the knowledge worker

Rose and Miller (2008) suggested two significant trends in the twentieth century have affected social structures and this has impacted on education. Liberalism, which involved the rights of individuals to pursue liberty and equality (Bristow, 2010; Rose & Miller, 1992) and Neo-liberalism, often described as economic rationalism. For example, economic rationalism and the drive for efficiency has become a political process drive as nations aspire for prosperity (Angus, 2015; Wolfson, 2004). In contemporary times Margaret Thatcher is recognised as a key

political figure in the 1980s and then Ronald Reagan (USA) in 1980 to support this ideology, which is now key in shaping economic, social and political contexts (Angus, 2015; Bates, 2005; Connell, 2013a, 2013b; Meadmore, 2006; Smyth, 2006, 2003). Connell (2012) suggests "…a major shift is happening between older forms of inequality based on institutional segregation and new forms of inequality based on market mechanisms" (p. 681). States are seeking to govern through various public social policies designed to manage poverty and social disadvantage within westernised citizenship. The policy decision making emerging within westernised countries like the USA, the UK and Australia advocated the rise of a free market, minimal government intervention, income distribution and aggregate employment determination. These initiatives were designed to foster economic growth, as such citizens were believed to have a greater level of choice (Angus, 2015; Munck, 2006; Thorsen & Le, 2009). These trends have produced tangible consequences for education and filtered in to ITE, changing the way teachers are prepared to be 'professional' educators. For the purpose of this thesis the term globalisation is used to acknowledge that relations of power "inform and influence transcultural and transnational flows" (Sidhu, 2003, p.66). In ITE this has particular relevance given the rise in calls for exemplar ITE frameworks across nations (Darling-Hammond, 2017).

Contemporary citizenship has seen the emergence of the knowledge worker (Drucker, 1965; Maciarello, 2009). A shift away from skills-oriented practices for workers in the 21st century suggests the currency for success is knowledge and thinking (Davenport, 2005). Discourse and policy suggest this can be best achieved through successes with lifelong learning, productivity, responsibility and innovation (Banks, 2012). A knowledge worker is regarded as an asset (Maciarello, 2009) and the role of education as considered in the mix of contemporary citizenship is considerable.

Many qualities of a knowledge worker like creativity and the ability to reason were fostered by Dewey (1916) and align with a progressive system of education based upon doing/experience (Dewey, 1938) in a democracy. Dewey suggests schools are spaces which must foster, promote and cultivate ethical participation in society. Dewey (1916) wrote "…there is a special need for educational reconstruction at the present time, if this need makes urgent a reconsideration of the basic ideas of traditional philosophic systems, it is because of the thorough growing change in social life" (Dewey 1916, p. 331). Kurth-Schai (2014) draws upon Dewey's ideas (1938) in contemporary educational social policy and suggests that what should be aimed for is ideals underpinned by inclusivity, creativity, and effective reform in education. The 'knowledge worker' has become regarded today as a divergent and convergent (Cropley, 2006) creativity-oriented thinker (Drake, 2003) and these skills can be prepared for at school. Workplaces are calling for creative approaches towards economic and social activity (Drake,

2003). Consequently, the cultural practices of institutions including schools aspire for knowledge workers who are creative and critical.

2.1.6 Technology and the modernisation of the world

On a daily basis most people access some digital device usually a mobile phone and various forms of technological media, as evident in daily classroom practice. Digital natives on a global platform (Tait, 2016) are considered the 'norm', but this is far more complex as suggested in news media headlines and as evidenced in research, for example Margaryan, Littlejohn and Vojt (2011) found that the popular claim young people are digital natives is not this simple. Young people use social media extensively, however are not necessarily expert in using technology in their learning. Technology is often described as the panacea for all ills and potential problems faced by society as computers are seen to be the machine which can solve world problems. However, researchers like Davenport and Prusack (1998) argued that in order to function technology relies on the ability of humans in terms of their experience, values and intuition. Most certainly technology fosters the ability for a knowledge worker to be creative and successful in a time of post-modernity in the new educational paradigm (Cope & Kalantzis, 2008; Kalantzis & Cope, 2018) and what they call ubiquitous learning is rapidly occurring across industries globally. Technology bridges distance and time by merging the physical and virtual "bringing computing off the desk into social and public spaces through wearable and handheld devices" (Cope & Kalantzis, 2008, p.5) reshaping social and public space. However, in different contexts in Australia there is great variability in connectivity and access to technology. Rural schools struggle to access reliable internet services for student learning and teacher professional development. Global trends in these contexts are not quite so accessible.

2.1.7 Conclusion on global context discussion

There is little doubt the context of life on a global platform has been influenced by key trends and processes. The rise of economic rationalism as the dominant political ideology is sustaining and forming the bedrock of directions with politics, social structures and economic directions and this is being enabled by technology. The concept of neo-liberalism is influencing the drive for efficiency and accountability, the rise of surveillance, accountability and expectations of citizenship (Ahmed, Appendino & Ruta, 2015). Individual nations are re-examining public policy in the areas of economy, health and importantly for this study in education and this has a flow on effect into ITE.

PART B: CONTEXT FOR AUSTRALIA

Australia is the largest Oceanic country with a population of just over twenty-four million people and it is known for its climate, size of land mass and multi-cultural community. Since colonisation in the late 1780s by Britain, Australia has been subject to significant migration and currently almost half of Australians were born overseas (ABS, 2016). Australians identify with over 300 different ancestries and over 90 different languages are spoken across the nation (ABS, 2016). In recent times after having a history of migration with nations including the United Kingdom, Europe, and the U.S.A., Australia has only just begun recognising geographically that it is situated in Asia Pacific globally and this is emerging in public policy as evidenced in The Melbourne Declaration (Barr, 2008). Described as a westernised country (Berryman, 2017) Australia has responded to world trends including globalisation, economic rationalism, and the rise of technology and the pursuit of personal interests.

2.1.8 National trends and globalisation

In the national context of Australia public policy has responded to trends that have emerged through globalisation at an exponential rate. This has impacted upon notions like spatial relations and the role of ITE in education. For Australia, as an affluent nation the impact of westernised globalisation, means there is a climate where personal gain is underlining citizens' desires to succeed within all domains of life and for most Australians lifestyle choices are paramount. This is evident in ITE in terms of policy and areas like professional experience programs where individual programs, maintaining student interest, and uses of new technologies are prevalent.

2.1.9 Economic rationalism and neo-liberalism in Australia

The leading driver of economic rationalism, coined neo-liberalism, is underpinning decisions with public policy in Australia (Busemeyer, 2009; Connell, 2013; Jensen, 2010). Policy making in Australia sees market forces as pivotal and as such policy is designed to be responsive to market forces, and free markets have emerged with minimal government intervention. Tax cuts, for example, are designed to foster economic growth and this is often played out where citizens believe they have more life choices and opportunities (Angus, 2015; Jensen, 2010). On a day to day basis for Australia this has meant that citizens are now deemed to be consumers for various products and services they can sell (products they can offer) and buy. This ideology has been influenced by competition and it has become a key player within Australia across all areas of society including economically, politically and socially (Bourdieu, 1992, 1986; Jensen, 2010).

2.1.10 Technology in Australia

Since the end of the twentieth century technology has raced forward for Australia and as such the tyranny of distance (Blainey, 2001) no longer applies. Technology for Australia is fast paced and increases in the demands for the new world order and have meant that as a nation we are pursuing the coveted prize, the modern knowledge citizen. Active citizens in Australia are required to broaden their focus responding to neo-liberal demands and a key dynamic is the role of technology. Consequently, for Australian citizens, experiences they might have with technology may foster economic prosperity and social cohesion, which is now deemed to be a right of the modern individual citizen in Australia. Furthermore, on another layer, this approach to life in Australia can be seen to be protecting and upholding democracy which is the devolution of power- (Marginson, 1997, 1993; Rifkin, 2000; Taylor, Rizvi, Lingard, & Henry, 2004) and an agreed upon set of rules are aspired to through public policy.

2.1.11 Conclusion of national trends

Globalisation, economic rationalism (neo-liberalism) and technology have influenced life in Australia politically, economically and socially and this is evident in Higher Education and ITE preparation. As such in line with other westernised nations contemporary citizenship in Australia has seen the rise of policy designed to foster the knowledge citizen to help Australia in its endeavour to race to the top.

2.2 STUDENT ENGAGEMENT

2.2.3 Introduction: Why consider engagement for this thesis?

This study attempts to explore pre-service teachers' experience (Dewey, 1916) during ITE preparation and its connection with student engagement in the primary classroom. To follow is a review of literature related to student engagement. I will start with a definition of engagement, drawing on ideas from psychology, sociology and historical perspectives. I will then discuss engagement by considering psychological understandings and move on to sociological considerations. Understanding the two paradigms of psychology and sociology is important for this study as these two areas underpin much of what is taught during university studies in the formal classroom making it relevant to understand these two ideas. For this thesis the component of ITE preparation known as Professional Experience Programs also coined practicum or field experience will be the focus.

2.2.4 Defining engagement

The concept of student engagement is multi-layered, complex and multi-dimensional thus it is not surprising that there is no one agreed definition (Trowler, 2010). Finn (1989) described engagement as a taxonomy, which involves a sense of belonging and positive participation in life at school both academically and non-academically. Harper and Quale (2009) describe engagement as "more than involvement or participation – it requires feelings and sense making as well as success with an activity" (p. 5). Kuh (2007) sees student engagement as "participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes" (p. 3). Coates (2007) describes engagement as "a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience" (p.122). For this thesis, I draw on the ideas of John Dewey to understand engagement. When explaining engagement Dewey's (1938) ideas offer insights into cultural and societal aspects of education and its capacity for transformation (Rodgers, 2002). Dewey noted everyone brings their own prior knowledge to a shared experience and as a result this may lead to growth (Dewey, 1938). Reflection may offer a way forward for it requires purposeful personal values and intellectual consideration and this is useful when considering success in the classroom. For example, education if offered with strategic intention by teachers (Dewey, 1938; Rodgers, 2002) in a classroom may foster success with engagement.

2.2.6 Engagement: behaviour, emotion and cognition

Much of the research and literature that has explored ideas on engagement in the classroom have until now focused upon the concepts of behaviour, emotion and cognition. To follow is a discussion of each domain for it is relevant to this thesis as it gives an understanding where research has taken us thus far. Since, 2006 for Australia ideas on engagement in the classroom have come under the radar of the sociological paradigm.

Fredricks, Blumenfeld and Paris (2004), and Russell, Ainley & Frydenberg (2005) suggest that engagement is explained in terms of three domains: behaviour, emotion and cognition. Finn (1989) focused upon behavioural aspects with engagement and offered key discourse on the notion that individuals can behaviourally drop out of school through truancy and the impact of this on success at school. He described two behavioural models - The Frustration Self-Esteem Model and Participation-Identification Model. As a result, Finn's (1989) ideas made evident in research the relevance of emotional and behavioural dynamics of succeeding and failing with engagement in the classroom.

2.2.7 Behavioural aspects

Finn (1989) was influenced by Natriello (1984) who described engagement as participating in activities. Ideas on participation and its connection with engagement was the starting point of looking at engagement in the 1980s (Finn, 1989). Finn (1989) was able to build upon the work offered by Natriello (1984) and alerted the world to research of what he determined as participatory behaviour such as positive conduct, following rules, the absence of disruptive behaviour and not getting into trouble as measures of student engagement at school. Rivkin (2006) describes moving and the connection with learning is akin to breathing. Lay (2016) describes the importance of movement for example in students in kindergarten physical actions can indicate to the teacher that students are engaged. This might look like facial expressions, or 'movement seeking behaviour like the look of enjoyment. Marzano (2010) notes behavioural actions like talking can show a student is engaged. Lay (2016) notes, student behaviour can also indicate they are not engaged such as making additional sounds and damaging property. Bandura (1977) offered a theoretical understanding of behaviour and notes the importance of teachers behaviour as role models and its influence on student engagement. Through physical behaviours teachers can model good habits. Dewey (1938) also understood the role of the teacher as a model of good practice. Chapman (2003) suggests engagement is often quantified using time-based indices like time on tasks set. Consequently, sustained behaviour on a given task is seen as a tool to assess success with engagement in the behavioural domain (Skinner & Belmont, 1993; Taylor & Parsons, 2011). It is logical then to conclude behavioural engagement (Taylor & Parsons, 2011, p.5) requires students to be active during learning. Teachers have a part to play by being role models and setting high expectations for students.

As outlined previously, participation at school is a strong indicator of success with engagement. Consequently, as evidenced in research, student absenteeism is often regarded to be the most important factor diminishing a student's ability to be engaged in the classroom and the school community (Willms, 2000). Research suggests frequent absences show a student is unwilling to show a commitment to a school community (Fullarton, 2002). Non-attendance can occur for a myriad of reasons but in the end, it means a student spends less time being exposed to the learning cycle and as a result they may fall behind. Falling behind then can result in a downward spiralling cycle (Connell, Spencer & Aber, 1994). For example, missing out on instruction may cause confusion with understanding lesson content, as key features of the lesson have been missed. This can have a flow on effect, often seeing students become less engaged and may lead to more absences for the student feels a sense of disconnect and disenchantment (Lay, 2016) or disengagement.

Research suggests that students participating in extra-curricular activities in school fosters engagement (Fullarton, 2002). Offering extra-curricular activities is important as they foster perceptions of the school climate. It is evident perception of the school climate will influence engagement. As such, student willingness to participate is a key factor to consider. Examples of a sense of willingness to participate may include following teacher instructions, submitting work and obeying school rules (Willms, 2003). It is not surprising then there is a strong correlation between teacher actions and success with engagement in the behavioural domain (Appleton, Christenson & Furlong, 2008; Baeder, 2010; Balwant, 2017).

2.2.8 Emotional aspects

It is relevant to understand the role of emotions and engagement in the classroom. A link between ideas on emotional dimensions with engagement is not easily understood (Connell et al, 1994). Baumeister and Leary (1995) examined the importance of affective connections like feeling like you belong, and they determined that it is a fundamental human motivation. Willms (2000) determined if students felt a low sense of belonging they were less likely to be engaged in the classroom and the school community. Not feeling like one belongs often results in behavioural aspects such as school absenteeism as previously discussed.

Self-regulation is important when fostering engagement with emotion, as students who can regulate their emotions well will be able to stay on task longer (Watkins, 2005). Evidence has shown task completion is a strong indicator the student will make academic gains and self-regulation is part of this process. Bond, Glover, Godfrey, Butler and Patton (2001) noted student emotional well-being is enhanced if they feel connected with a school and a key element here is the learning outcomes and approaches to pedagogy. Feeling bored is a key consideration for the emotional domain in succeeding with engagement (Bond et al., 2001). It is not surprising then bodies like the Department of Education, Science and Training in Australia (DEST) (2011) note a key in the classroom to support emotional connections is offering classroom work which is stimulating. This can be a challenge for many classroom teachers, particularly with prescribed and standardised curricula and assessment.

2.2.9 Cognitive aspects

The National Research Council (2004) for the USA asserts that engagement in school work involves cognitive behaviours including: listening, paying attention and using metacognitive strategies. Cognitive elements with engagement have a flow on effect with the behavioural domain as this connection will foster observable behaviours including completing set tasks, trying in class, asking for help if required and persisting even when tasks become challenging. Cognitively success with engagement tends to involve considering the type of

learning desired. Research suggests approaches towards pedagogy such as rote learning as compared with lessons promoting a deep understanding of concepts (Fredricks et al., 2004) ultimately influence academic success. Student academic achievement is a priority for all nations. This must include the cognitive element for success in this domain naturally flows onto higher academic attainment in the classroom.

Accordingly, it can be concluded that understanding engagement in the three domains-behaviourally, emotionally and cognitively is relevant to this thesis as it offers a background into what research has offered the topic on engagement in the classroom thus far. The psychological paradigm of engagement has shown it has a role to play with success in the classroom and this may have a flow on effect with life beyond school as this success ultimately results in behaviours valued and desired by society. It is understood that strengthening skills with organisation, planning and time management will see the psychological paradigm is relevant, for these skills are about experience and opportunity and reflection is relevant (Dewey, 1916, 1933, 1938). Developing, fostering and strengthening positive life behaviours like motivation and emotional and social factors like a sense of self-worth and feelings of control over one's life can improve engagement (Willms, 2003; Marzano et al., 2010).

2.2.10 The role of teachers and psychological understandings of engagement in the classroom

Teachers play a significant role in engagement and achievement, as research suggests that well-managed classrooms improve student behaviour and academic achievement (Chapman, 2003; Marzano, 2003). In essence, by creating an environment that fosters the 'right climate' engagement will flourish (Lewis, Montuoro & McCann, 2013). A great deal of research has focused upon the ideal classroom environment. One key element is consistency with discipline (Bond, Glover, Godfrey, Butler & Patton, 2001; Finn, 1989; Fullarton, 2002). Students report that they are more likely to be engaged behaviourally, emotionally and cognitively in the classroom if teachers set clear guidelines in terms of management procedures such as behaviour management, ideas on administration, approaches to pedagogy, understandings of curriculum and the role of assessment. This fosters a child-centred, personalised sense of well-being (DEECD, 2009; DEECD, 2007) for all students in the classroom.

To follow is a discussion of what is understood thus far of the sociological understandings of engagement in the school setting, the primary classroom, the role of teachers, students and parents and connections with and implications for organisations like OECD and ITE.

2.2.11 The role of sociology- views and inequality

Another dimension to the question of engagement, relevant to this thesis, concerns the way that a person belongs to and interacts with their community. Sociologists have typically looked at social disadvantage and inequality in society, and these inequalities have often tended to be seen in economic terms. When it comes to teachers engaging with students, and students with teachers, this sense of community belonging becomes important. Hattie (2003) has noted that teachers account for about 30% of a student's overall achievement, and while this is an important contribution, home life, the school, and peer effects combined also contribute between 15-30% to student achievement. Angus (2009) has argued that managerialist norms have altered notions of the nature and purpose of education, to the detriment of disadvantaged schools. The students enrolled in these are at risk of falling further behind unless substantial changes are made. Angus has argued that "schools need to engage such students in relevant and interesting school experiences in which they can recognize themselves, their families and their neighbors" (2003, p. 40). The ways in which teachers and schools engage their students can therefore be important to their success.

Issues of educational inequality and disadvantage have been recently taken up in policy efforts to improve outcomes by adjusting funding arrangements. Connell (2013a) has argued that these 'reforms' have served to increase inequality, rather than the opposite, and that that was probably the intention. Kenway (2013) has pointed out that in the review of school funding, commonly known as the Gonski review, the very methodology used allowed the real inequalities to be overlooked. The observations made by these scholars help us to better understand the link between schools and the managerial and neo-liberal approaches in education policy. They also remind us of the need to find other ways of addressing educational inequality, and possibilities that a deeper understanding of engagement might provide.

2.2.12 Engagement and schooling

"There are historical, economic, theoretical, and practical reasons for the growing interest in school engagement" (Fredricks & Blumenfeld, 2004, p.59). In recent times in a climate of neo-liberal ideology impacting upon public agencies there has been an understanding that human capital formation is tied with economic ideology with a view to prepare students at school to be able to meet the needs of the country as a productive member of the workforce (Connell, 2013; Saltmarsh, 2015). This economic view has important implications for the notion of engagement in the school for it involves engagement at a variety of levels such as within the classroom, within the school community and within the nation.

Ideas about student engagement are frequently discussed in the school context. It is not surprising then there is an abundance of research noting the higher level of student engagement in the classroom the more likely they are to have greater success with outcomes and as such results in improved academic performance (Darling-Hammond, 2010; Cochran-Smith, 2006; Finn, 1997; Wilmms, 2003). Core to success in any classroom is how successfully a teacher engages students in lessons and the activities they undertake to achieve this.

2.2.13 Engagement and the classroom setting

A classroom setting is of importance when considering the concept of engagement (Baeder, 2010, Connell, Spencer & Aber, 1994). Students can be involved within the classroom, school and local community. Students from areas with high-poverty often have a disadvantaged background and as such are more likely to suffer negative consequences with engagement which is often described as being disengaged from school (Jensen, 2013). Basch (2011) and Blackwell, Trzesniewski and Dweck (2007) note there are many reasons why including health and nutrition, vocabulary, effort, hope (growth-mindset), cognition, relationships and stress.

Education today has meant many children face precarious circumstances (OECD- Ed trends, 2016, p. 93). Research has determined family factors play a key role with engagement (Bloemeke, Suhl, Kaiser & Doehrmann, 2012). For example, socio-economic status (SES), if born in a foreign country, single parenting and gender (Fullarton, 2002; OECD, 2016). It is important teachers are aware of these societal issues as school communities and their composition must be considered to foster success with engagement. Rawls' (1971) theory, known as a Theory of Justice attempted to explain fairness and this involved notions like culture and democracy and the connection with public institutions. His key term is coined the natural lottery effect and this means that where you are born determines your start in life and it is about position in society and the likelihood of success based upon one's birthright. Consequently, one's home background is a key consideration here and this has a complex mix of factors including cultural, social, economic, and even personal factors. The natural distribution is neither just nor unjust; nor is it unjust that persons are born into society at some particular position. These are simply natural facts. What is just and unjust is the way that institutions deal with these facts (Rawls, 1971, p. 10).

Pianta, Payne, Cox and Bradley (2002) note the importance of positive school-parental relations. The connection is often about parents knowing what they can do to support their child to succeed in the classroom community (Cochran-Smith, 2004; Darling-Hammond, 2009; Jones et al., 2004; Wenger, 2010, 2000, 1998). Relationships go beyond the classroom and involve family members (Cochran-Smith & Lytle, 2006). Peters, Le Cornu and Collins (2003) note that

teachers develop learning relationships with others like students. Parents have a role to play as well (Barnard, 2004). Developing good relationships with parents can contribute to learning and engagement such as the role of support and guidance. For example, Cairney (2000) notes the importance of supportive relationships with families and the connection with teaching literacy in the classroom.

Hattie (2008) recognises the importance of relationships between schools and community as important for learning in Australia. Australia is known for its diverse communities. Families for example, with a non-speaking English background- - English as an Additional Language or Dialect (EALD) (Turner, 2015) are common (ABS, 2016). Teachers and pre-service teachers will have many relationships in a busy classroom (Birch & Ladd, 1997). Beyond the classroom this will include family members, often parents, their peers and the teacher educators (TE). All of which contribute culture in a classroom (Cochran-Smith & Lytle, 2006; Marzano, Pickering & Pollock, 2001). It is not easy to compare school communities in Australia, due to the unique nature of a given community. Each community will have its own societal factors to be considered like family income, location - especially rural and remote, types of family and the home language, as noted in 'The Fair Go Project' (Munns, 2006). According to the Australian standards for Graduate Teachers (AITSL, 2018), the Graduates Standard 3.7: Engage parents/carers in the educative process may be hard to achieve during Professional Experience Programs. Mayer, Kline, Kostogriz and Walker-Gibbs (2015) note pre-service teachers feel least prepared for this relationship.

Munns, Lawson, O'Brien and Johnson (2006) completed the study 'The Fair Go Project' which was set-in South Western Sydney, New South Wales. This action research study was situated in a low SES and high LBOTE primary public schools and placed a sociological lens on engagement. The study acknowledged that, "Student engagement operates at cognitive (thinking), affective (feeling) and operative (doing) levels" (Munns, 2006, p. 10). The study proposed that engagement through a sociological lens involves two key terms, including small e and big E (Munns, 2006). Munns et al., (2006) argues that small 'e' is characterised when a student is 'in-task' as opposed to being 'on-task'. This involved notions like complying with teachers' directions and expectations. The second known as big 'E' engagement is described as the concept 'School is for me'. In this ground breaking study the small 'e' and big 'E' happen simultaneously and both are about building ideas based mostly in the classroom in primary schools predominantly in South Western Sydney where each 'e' 'E' was regarded as a 'tool'. Using each strategically aimed to modify practice to foster success in the classroom in areas like student-self- assessment and linking between home and school.

2.2.14 The problem of student disengagement

In the mid-1980s the idea of disengagement in the classroom came to the forefront in the minds of teachers, researchers and policy makers (Marks, 2000). Most certainly failing with engagement in the classroom can be very dispiriting for any teacher. The idea of disengagement like withdrawing can be described in the classroom as poor behaviour, poor emotional regulation and generally a reduction in effort, which often manifests as off task behaviour or not completing work set by the teacher (Blatchford, 1996). However, as Ravet (2007) argues, disengagement is a complex process with a myriad of factors influencing its emergence in the primary classroom. For the teacher, it can see them practise in a mode termed 'survival strategy' (Ravet, 2007). In this phenomenon essentially, there is a clash between expectations by the teacher and how the student chooses to respond and act accordingly which can be described as 'perception gaps' (Ravet, 2007) and is now coined 'implementation gap' (Ravet, 2012). Ravet (2012) describes this as a complex interpersonal process where many barriers are faced. Regardless, this is evidenced in social policy in education and legislation as nations seek to foster inclusion as part of a partnership between the teacher, student, and parent and school community. For this thesis it means these policy initiatives are influencing ITE preparation in terms of opportunities afforded PSTs such as policy and curriculum design.

2.2.15 Conclusion of the role of engagement

Understanding the complex concept of engagement has been considered and it is pertinent that paradigms from psychology and sociology are relevant as these ideas underpin ideas about student engagement in ITE. Dewey (1916) made a clear connection between experience and the importance of schooling or what he called education for life. Strengthening skills with organisation, planning and time management are key ideas to inform success with engagement in the classroom. Consequently, successful engagement in the school may affect concepts like citizenship participation and attainment in society. Teachers are required to be prepared for this journey and this commences during ITE preparation in the formal classroom setting and during opportunities to put ideas on engagement into practice during professional experience.

2.3 INITIAL TEACHER EDUCATION (ITE)

2.3.1 Introduction

To follow is a discussion of Initial Teacher Education (ITE), and the journey to become a teacher and various key factors evident in contemporary times as a way forward to consider

PSTs preparation and ideas that influence the frameworks of ITE practice and professional experience programs.

2.3.2 Initial Teacher Education:

Initial Teacher Education (ITE) has a strong historical journey, which has changed over time. In the 19th-Century teacher education was deemed to be a simple practice (Forzani, 2014). In this period generally, most teachers and parents saw learning as a passive activity and much of teaching involved lecturing, using textbooks which were monitored, students completed assignments and reciting as a group was common practice (Cuban, 1993).

Initial Teacher Education was originally seen to be skills based and Lortie (1975) called it the "apprenticeship of observation". This approach was about a more experienced teacher guiding a developing teacher to prepare for practice. This approach was didactic/instructive based and focused on the acquisition of facts and skills. But, it became evident over time this approach was poorly executed and it was no longer meeting the growing needs of student teachers now called Pre-Service Teachers and what was required of them to meet the changing dynamics in the classroom.

Cuban (1993) identified that how teachers were taught became more enlightened in the 1960s through the 1970s and into the 1980s and this influenced ITE programs of the time. He was able to note teaching shifted from being apprentice oriented and teacher-centred to become child-centred. This shift in approaches with teaching has influenced how teachers were taught during their own periods of study to become classroom ready. Teacher preparation came to consider other core ideas including ideas on classroom layout and how instruction was given and as such there were significant reforms in approaches to teaching and learning especially in terms of evidenced based practices with behaviour management (Marzano, et al., 2001; Marzano, Pickering & Heflebower, 2011; O'Neill & Stephenson, 2014), which have become core elements in teacher preparation during university studies.

2.3.3 ITE and the preparation of primary pre-service teachers (PST)

ITE is an, "entry level qualification that is completed by students prior to entering service as a teacher" (Yeigh & Lynch, 2017, p. 112). Choosing to enter teaching is often influenced by factors such as childhood experiences. The decision to enter teaching can be influenced by memories and an emotional connection to a teacher from childhood (Chang-Kredl & Kingsley, 2014; Manuel & Hughes, 2006). The ITE journey from entry into university to becoming a qualified teacher usually involves a mix of coursework and field-based practice (Bloomfield, 2009; Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2014; Ingvarson et al, 2014; Rowan

et al., 2015; Zeichner, 2010). In Finland the University of Helsinki (Kansanen, 2003; Sahlberg, 2010) are understood to offer an exemplar ITE program for the 21st Century. Darling-Hammond (2017) describes Finland's framework (Simola, 2007) for ITE and regards it "as a nation to a twenty-first century powerhouse" (p.292). Entry into ITE is deemed highly competitive and a rigorous process to gain entry exists (Sahlberg, 2011, 2006). The principle of course work involves rigorous pedagogical oriented coursework aiming for professional development, learning theory and pedagogy (Borko, 2004; Kennedy, 2016; Goss & Sonnemann, 2017) and strategic professional experience opportunities.

2.3.4 Becoming 'classroom ready' in contemporary times

Globally the role of ITE with citizen preparation has come under the eye of surveillance to foster success in the twenty-first century (Cochran-Smith & Villega, 2015; Connell, 2013a; Darling-Hammond, 2005). ITE programs in Australia have been influenced by the core global trends of globalisation (Sidhu, 2004, 2003); neo-liberalism (Connell, 2013; Rose & Miller, 2008, 1992; Rose 2001) and technology (Castellacci & Archibugi, 2008). Globalisation has offered a platform to compare, neo-liberalism (Angus, 2015, 2009) has offered a way to move forward and technology is the vehicle to accomplish change which in the end is about aspiring to prosper.

Darling-Hammond (2017) offered more insight most recently and so have the research body the Australian Council for Educational Research (ACER, 2018; 2007) as offering 'best practice' with ITE. The OECD Teaching and Learning International Survey (TALIS) (2013, 2009) results in 2013 reported on all countries as an example of being responsive to PISA results including Australia (Polesel, Rice & Dulfer, 2014). It has been noted the OECD PISA results since the Year 2000 has seen each country to be responsive to PISA results and as such this has had a flow on effect with examining ITE programs. Australia will be discussed as it forms the basis of ITE data collection for this thesis. For Australia, the ITE report *"Taking University teaching seriously"* (Norton, 2013) comments on current shifts towards making universities more student friendly.

2.3.5 The rise of benchmarks

The vision for success with practice was an idea proposed by Dewey (1916, 1938) for he was able to identify the importance of practice within a laboratory. This notion of practice is now described as professional experience programs. Ball and Cohen (1999) took on ideas put forward by Dewey (1916, 1938) and identified the importance of grounding professional education in experiences through practice. This practice involves offering a centre for professional study and for ITE this is described as field experience, practicum or Professional Experience Programs

(PEP) and this is when PST are offered an opportunity to put formal learning from university studies known as coursework.

Cumming, Hlas and Hlas (2012) described High-Leverage Teaching Practices (HLTPs) which are "…a core set of teaching practices that, when executed proficiently by accomplished novice teachers, are said to promote higher gains in student learning over other teaching practices" (p. 576). Fostering HLTPs offers PSTs opportunities to develop an understanding of subjects in a skilful manner (Forzani, 2014). Success with HLTPs form the building blocks to become successful, to become classroom ready upon graduation and part of this is having success with engagement (Ball & Forzani, 2011; Grossman, Hammerness & McDonald, 2009; Grossman & McDonald, 2008; Kearnery, 2015). Forzani (2014) noted core considerations with HLTPs are evident in daily experience, and teaching practices are now forming the basis for a concept defined as benchmarking. However, Ball and Forzani (2009) suggested current ITE curriculum is often centred on tasks and activities. Clinical practice and reflection upon this experience is a core element with HLTPs (Grossman, Hammerness & McDonald, 2009; Grossman & McDonald, 2008) as these allow PSTs to enact the repertoire of pedagogies learnt in formal study. Reflection upon clinical experience and practice currently focuses upon investigating professional knowledge, developing a 'professional' identity (Darling-Hammond, Holtzman, Gatlin & Heilig, 2005; McArdle, 2010) and the process to learn practice.

Darling-Hammond (1997; 2006; 2008) summarised best practice principles of well-designed ITE programs. In 2006 she listed an array of things that classroom teachers should know and be able to do in their work and this has influenced best practice principles for ITE. For classroom teachers this includes six core principles with classroom practice:

1. Incorporate language, culture, and community contexts for learning;

2. Teachers understand the person, the spirit of every child and find a way to nurture that spirit;

3. Skills to construct and manage classroom activities efficiently;

4. Communicate well;

5. Use technology;

6. Reflect on their daily practice to learn from and improve it continually

(Darling-Hammond, 2006, p.300).

These six core principles with classroom practice act as an umbrella idea for exemplar models and notions like what makes a sound framework for an ITE model as evidenced in Zeichner and Conklin (2008) and Ingvarson et al., (2014) and most recently Conklin and Kalchman (2018). These principles are evident within each framework and the six considerations as noted above are what exemplar ITE programs aspire to today.

To achieve these principles, Darling Hammond (2006, p. 305-306) suggests that within ITE there are seven considerations:

- Coherence based upon a common vision through course work and clinical experience, creating a coherent set of learning experiences;

- Well defined standards of professional practice and performance that are used to guide and evaluate course work and clinical work;

- A strong core curriculum taught in the context of practice grounded in knowledge of development, social and cultural contexts, curriculum, assessment and subject matter pedagogy;

- Extended clinical experiences;

- Extended use of case methods, teacher research, performance assessments, and portfolio evaluation that apply learning to real problems of practice;

- Explicit strategies to help students confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves;

- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education

Ingvarson et al., (2015) noted the principles put forward by Darling-Hammond (1997; 2005; 2006; 2008) have spread globally and are rapidly becoming accepted and agreed upon as common core standards which have influenced directions in teacher education and are evident in policy and 'core practice' (Matsko & Hammerness, 2014). These best practice principles align with Zeichner and Conklin's Framework of ITE (2008) which, have been chosen for this thesis. These frameworks guide ITE essential practices to best cater for the journey PSTs have in the 21st century. Olson and Craig (2012) offer ways forward when considering course design as underpinned by a core feature of an exemplar ITE program - social justice - which is advocated

by numerous researchers (Conklin & Hughes, 2016; Sahlberg, 2018, 2011). For example, Olson and Craig (2009) understand PSTs face a messy space with PEP at a vulnerable stage of their career and small narratives, like living in the moment, in a world where theory is, as they suggest, being replaced by policy. They recommend in ITE we create spaces for experiences and more educative conditions where "preservice and in-service teachers will feel heard and seen in the system of which they are a vital part" (p.568). A call which resonates with me as a novice teacher educator, a previous classroom teacher and early career researcher.

Voices from within ITE suggest for PSTs during university studies expectations have intensified. Calls to reclaim accountability in Teacher Education (Cochran-Smith, Carney, Keefe, Burton, Chang, Fernandez & Miller, 2018) are evident whilst expectations of pre-service teachers increase raising questions on areas like the link between intensified workloads and standardisation (bench-marking) has a role to play (Ryan & Bourke, 2013). There is little doubt this process of bench-marking is altering spaces within university preparation physically and ideologically (Ryan, 2011). It is understood trends like globalisation, neo-liberal accreditation agendas and the role of technology are impacting upon experience (Dewey, 1916) like professional experience programs (White, Bloomfield & Le Cornu, 2010). Chatelier (2013) for example has called for a review of practices within ITE and asks is it time we returned to a more humanistic approach which aligns with ideas put forward by Plato, Kant, Rousseau, Dewey and discourse should be facilitated during ITE preparation.

2.4 PROFESSIONAL EXPERIENCE

2.4.1 Introduction

Professional experience is consistently recognised as an important component of pre-service teachers' education. This section of the literature review begins by considering professional experience (PEP) within the context of ITE and clarifies some of the terminology. An overview of the historical context for PEP is then presented and this is followed by a discussion of key historical experiences and trends which Zeichner (1983) describes as paradigms, Aspland (2006) describes as teacher patterns, Forzani (2014) as practices and Le Cornu (2016) calls themes within ITE and PEP. For this thesis I will draw upon each typology and offer a historical discussion then outline the trends and exemplar ITE programs to offer a way forward in an emerging field in the research literature. The paradigms as identified by Zeichner (1983, 2010)

along with the framework offered by Zeichner and Conklin (2008) will be the conceptualisations

I draw upon the most. Below is the tabulation of typologies:

Table 1

Typologies drawn upon to outline trends in ITE forming the basis of the thesis

Time-frame	Paradigms in ITE Zeichner (1983, 2010)	Patterns in ITE Aspland (2006) (Australian context)	Practices in ITE Forzani (2014)	Themes in ITE with PEP focus Le Cornu (2016)
Before 1900s	N/A	Vocational orientation in ITE in early Australia	Passive activity	N/A
Turn on 20th century	N/A	Craft of teaching		N/A
1920s-1930s	N/A	N/A	Scientific efficiency	N/A
1960s	Behaviourist Teacher Education	Craft of teaching	Competency based ITE (CBTE)	N/A
1970s	Personalistic Teacher Education	Craft of teaching	CBTE	N/A
1980s	Traditional-Craft Teacher Education	Teaching as a scholarly pursuit	CBTE	N/A
1980s+	Inquiry-Oriented Teacher Education	Teacher Education in contemporary Australia- neo-liberalism-lifelong learners-high level thinkers, actively reflect	CBTE	N/A
1990s	Inquiry-Oriented Teacher Education	Teacher Education in contemporary Australia- neo-liberalism-lifelong learners-high level thinkers, actively reflect	Practice in context	Emergent themes on Practice teaching- reflection, mentoring, hidden curriculum, role of teacher educator, collaborative communities
2000	Inquiry-Oriented Teacher Education	Post article	Practice in context Teacher Educators	Pedagogy ICT Mentoring Learning communities partnerships
2010+ (It is acknowledged Zeichner has called for this before and this will form the basis of this thesis)	Communities of Practice Teacher Education Zeichner (2010) Third Space" (Zeichner & Conklin, 2008)-Framework of exemplar ITE	Post article	Post article	As in 2000 and ECT resilience Sustainable models of PEP Professional standards

Zeichner (1983) offers a logical way to understand the paradigms of teacher education
since the 1960s until contemporary times. To support an understanding of the typologies

Zeichner (1983) offers a figure with four axes to indicate the importance of self-perceived priorities, needs and concerns of PSTs and what was given greater weight at the time when crafted in 1983 which is still partially evident with some models of ITE today.

Key ideas on behaviour and the importance of psychology are evident in ITE programs today yet what makes the best approach for teachers at university continues to be debated today. For example, Le Cornu (2016) suggests that the binary approach of coursework-professional experience continues to remain and "is a vexed issue amidst the current intense challenging contexts for teaching and teacher education that are shaped by discourses of regulation and accountability" (Le Cornu, 2016, p. 80). What is useful to draw upon from Zeichner's (1983) work is the notion that what appeared heavily in this time with ITE and professional experience was a mix of behaviourist and traditional craft and as such this means at the time PSTs were generally viewed as passive recipients "of which is to be imparted in a teacher education program?" (Zeichner, 1983, p. 7). It is noted consistently in research, reflection is a core feature for any exemplar model often through relationships within learning cultures (Le Cornu, Peters & Collins, 2003) where the consideration of the classroom is paramount. Next, I will outline why and note the connection with ideas like community.

The journey involves ideas where reflection and inquiry are important, and Dewey (1933) argues this fosters meaning making and he notes understandings gained such as with and through others involves "whole-heartedness, directness, open-mindedness and responsibility" (Dewey, 1933, p. 862). In addition, Dewey's (1915) ideas critiquing schooling, notions like pedagogical praxis (Ballantyne, 2007; Shaffer, 2004) and the importance of community of practice (Lave & Wenger, 1991; Wenger, 1998) are relevant and link with reflexive practice (Schōn, 1985). Dewey (1933) is relevant for this thesis for his vision of shared meaning making requires PSTs to be more reflexive as they progress through the coursework-experience program through the entire degree. Dewey (1933) suggested the process with learning to reflect is complex and there is much ambiguity (Zeichner & Liston, 1996) but it must be an essential component with any exemplar ITE program for learning to teach is difficult and hard to articulate. To follow is a discussion of what makes an exemplar ITE program and the link with PEP.

2.4.2 Professional Experience Programs in the Context of Initial Teacher Education:

The journey to become a teacher is complex (Ryan, 2011) and how ITE programs prepare primary pre-service teachers for their work continues to be debated (Darling-Hammond, 2017, 2014; OECD, 2006) and is complicated (Bokdam &, van den Ende, 2014). Zeichner (2010) suggests that a central problem in the education of PST is "the disconnect between the campus and school-based components of the program" (p.89). This disconnect is noted on a global scale and key researchers agree that ITE, particularly PEP call for transformation and reform in diverse settings (Cochran-Smith et al., 2018; Darling-Hammond, 2006; Le Cornu 2016; Rowan, Mayer, Kline, Kostogriz & Walker-Gibbs, 2015; Ryan, 2011). The disconnect this thesis considers is what PSTs take with them from various lived experiences and how do these impact

ideas on engagement in the primary classroom during PEP. This thesis notes there is a connection with experiences beyond ITE itself. Olson and Craig (2012) offer ideas on the importance of social justice and ITE for Canada and the US in a climate where nations like these are down-playing the importance of social justice in ITE. Saltmarsh and Saltmarsh (2010) made the connection between the importance within ITE of critical thinking across diverse learning communities and the connection with scholarship through critical assessment tasks.

Generally, a PEP provides, "opportunities for pre-service teachers to practice and develop their teaching skills in a school environment" (Ingvarson et al., 2014, p.19). Donaldson (2011, p. 8) comments that, "striking the right balance and connections between university experience and school experience in both undergraduate and postgraduate courses" is a contested issue, but universally there is agreement that ITE (Bokdam, van den Ende, 2014; Darling-Hammond, 2006; Hagger & McIntyre, 2006) should include time for students to participate in structured professional experience in schools.

2.4.3 Historical Background to PEP during ITE

2.4.4 1960s: idealism and behaviourism

The **decade of the 1960s** as evident in the typologies table involved a behaviourist education paradigm (Zeichner, 1983). It is useful to note in this decade Bruner (1996) was a key influential researcher of the time and wrote on curriculum theory and notions like the relevance of culture (Takaya, 2008). It is evident at the time little research was published about ITE and PEP and this is most likely because this was a time before many valued the importance of research in teaching and it was hard to disseminate knowledge as this timeframe pre-dates the technology in use today. This meant PSTs relied upon books such as Bruner's (1962) as sourced in their local libraries to inform ideas on practice. The rise of technology since the 1990s has paved the way forward for a great pool of access to resources and in current PEPs technology is now heavily relied upon by pre-service teachers (PSTs).

Iannacone (1963) was one of the first researchers to note that student teachers felt a sense of 'horror' at the procedures conducted by their supervising teacher and they kept this to themselves: an example of 'praxis shock' (Ballantyne, 2006) today. This top down model of a relationship in teaching between the classroom teacher and the student teachers indicates PSTs felt that during PEP they could not say what was on their mind and simply followed the lead of the teacher, who is the main actor here. Porter (2007) acknowledged that during the 1960s PEPs saw the teacher in the classroom act with absolute authority. Landrum and Kauffman (2006) also suggest classroom time management became core and considerations like positive and negative reinforcement emerged to support PST to manage classroom behaviour. Foundational guiding

principles based on this influenced university preparation of PSTs despite some critics noting at the time it had an unfeeling clinical approach which was not fostering a nurturing classroom. Zeichner (1983) described this time in ITE as a paradigm when a behaviourist ideas approach to ITE was the leading paradigm. He noted this was probably the first paradigm to influence ITE as evident today. He described the foundations rest upon "behaviourist psychology and emphasizes the development of specific and observable skills of teaching which are assumed to be related to pupil learning" (Zeichner, 1983, p, 4).

2.4.5 1970s: personalised teacher education

The **decade of the 1970s** as evident in the typologies table involved personalistic teacher education paradigm (Zeichner, 1983), the craft of teaching pattern (Aspland, 2006) and Competency Based Practice (Forzani, 2014). ITE programs were personalised and Bullough (1987) suggests they were about wanting to find one's own niche, visualise dreams and aspirations and reflecting upon their action and approaches with classroom instruction (Bullough & Stokes, 1994). Teaching was described metaphorically as "teaching is telling truth" (Bullough & Stokes, 1994, p. 47). Aspland (2006) for example, saw for Australia this was a time in professional experience programs where efforts were made especially in South Australia to make attendance at university compulsory and ideas on a co-existence between universities and schools developed. It was recognised while practising in the field was part of the discourse, "the colleges had little control of their students when they were on practical work at schools" (p.148). At the time it was recognised as noted by PSTs the importance of school practicum was the most valued component of teacher training during this decade yet there were issues with "perceived autonomy within independent tertiary institutions were dictated to by the school teacher demands" (Aspland, 2006, p. 148). Doyle (1992) noted another relevant dynamic was that researchers had not paid attention to their own pedagogical practices and the influence with shaping PST identity, and he suggested what should be considered.

Research designed to support PSTs with information and ideas on theory-practice connections from coursework to PEP and co-existent relationships between universities and schools became more evident in the 1970s. This approach is characterised by the PSTs shadowing the classroom teacher and mimicking their behaviour with little room for flexibility to experiment and reflect. Peck and Tucker (1973) understood the importance of experimental research on approaches to teaching with instructional methods now described as pedagogy and the connection between course work and PEP. Bullough and Stokes (1994) noted that professional experience in the 1970s required compliance by pre-service teachers. Grant and Zeichner (1981) noted these conservative practices influenced ideas on teaching in ITE during professional experience opportunities and suggest reflection become core for teachers. Fuller and

Brown (1975) for example, raised concerns with developing educational programs which focused on developing educational materials. They questioned the impact of this on PSTs sense of motivation and the connection in the classroom with student learning. They recognised that "Becoming a teacher is complex, stressful, intimate, and largely covert, but in accomplishing this demanding task teachers do not feel helped by teacher education" (Fuller & Brown, p. 25). PSTs point of view and the importance of empirical evidence to guide practice was not strong in this trend.

2.4.6 1980s: Scholar teacher education

The **decade of the 1980s** typologies included for some nations the Traditional-Craft Teacher Education paradigm (Zeichner, 1983), while with others like Australia Competency Based Practice (Forzani, 2014). PSTs observed the classroom teacher and shadowed them or mimicked them and this became a core feature of professional experience programs of the time. The classroom teacher continued to take the lead, but this model was more PST oriented (Edgeberg, McConney & Price 2016) although PSTs were expected to comply and follow without question. For many nations like the UK the 1970s became indicative of what Robinson (2006) described as a complex issue over control and this is evident during professional experience approaches. For Australia this was a time when exemplars were deemed to be practical oriented (Aspland, 2006) such as micro- skills teaching was assumed to be a powerful approach with pedagogy. This was titled the 'Turney Influence' (Westwood, 1996) and can be described as one of the most influential thinkers in ITE of this decade and the role of teacher educators. This approach advocated PSTs were offered during professional experience programs an opportunity to research and teach at the same time by utilising feed-back and self-confrontation on what PSTs who were studied desired and what happened during professional experience lessons which was deemed very innovative and exemplar at the time. Westwood (1996) called for teaching beyond the process-product paradigm and skilled teachers were able to do this in their practice through areas like expectations of their students and set short term achievable goals. As evident in research literature such as Perleberg (1976) this model was deemed the panacea for exemplar ITE professional experience opportunities in nations like Australia and Stanford in the US. This is an example, of the idea that learning to teach is a craft which was enhanced using audio and videotapes with the aim to give PSTs feed-back and opportunities to reflect upon practice by examining discrete skills like the role of questioning and reinforcement (Aspland, 2006). This discourse was central to ITE preparation in Australia, the UK and US. It was a teacher-focused approach and key was understanding the theory-practice connection and how to improve practice.

Beginning in the 1970s and emerging in the 1980s in ITE in the UK for example saw PEP become tightly linked with state and education (Robinson, 2006). Exemplar models of the time were England and Wales. Reform in response for example to the Robbins Report on Higher Education in 1963 (Robinson, 2006) may be a reason why for this report influenced the development of a coherent four-year degree where graduates were required to graduate as professionals from teacher training colleges. What followed saw PEP change from an autocratic one or prescriptive approach blurring the line between the decade's trends of the 1960s-autocratic trend and the 1970s apprenticeship-authoritative trend and the influence of governing authorities which still exist today such as UK Ofsted- the Office for Standards in Education. For the UK today, there is a 'battlefield as the push-pull between HE institutions, schools and policy makers reconsider learning spaces offered (Beauchamp, Clarke, Hulme & Murray, 2015) suggesting this devolution of practice commencing here is still subject to conflict.

The 1980s school-based apprenticeships raise questions over ideas on what quality practice looks like in the classroom. For example, knowledge required such as making theory-practice connections, when teaching. Aspland (2006) describes this craft-based and key pattern for ITE professional experience programs particularly evident in the 1980s. According to Dewey (1904) this decade offered a connection between what was described as the craft of teaching and a sense of scholarly pursuit. Forzani (2014) noted this perspective and made the connection with strategic instruction and this was viewed as 'best practice' when apprenticeships were the preferred tradition. In this case Dewey's argument that professional instruction requires a certain amount of practical work (Shulman, 1998) and the importance of "the apprenticeship looks backwards; the laboratory looks forward" (Shulman, 1998, p. 512). This Dewey noted had a connection with implementing wisdom. As a result, the call for more scholastic pursuits known as The Model of Education in Professions as influenced by Dewey who wrote "turning out at once masters of the craft' (Dewey, 1904, p.11). Dewey's essay on the theory-practice nexus which called for extensive practical work is useful to note here, as this thesis is about mastering the craft of teaching using these measures.

Calls for lifelong learning and to become higher level learners (Aspland, 2006) became more evident in the 1980s. The practices of ITE turned to the Contemporary Based Teacher Education (CBTE) practices (Forzani, 2014). Connolly and Clandinin (1988) saw metaphors as a way to help teachers reflect and understand who they were such as "teaching as gardening, coaching or cooking" (p.71). Identity as suggested by Bullough and Stokes (1994) became about truths and there was a call for change. Zeichner (1983) noted a key focus was a way to transmit cultural knowledge and pre-service teachers were viewed as playing little part and were deemed to be passive recipients. From the typology identified for the 1980s the Traditional Craft Teacher

Education paradigm was alive and well in the USA as outlined by Zeichner (1983). For Australia a pattern of teaching as a scholarly pursuit was described by Aspland (2006) and this included exploring ideas on content knowledge which became a priority and the growing acceptance of practice based upon theory, which is now evident in all three frameworks of exemplar ITE models, as proposed by Ingvarson et al., (2014), Zeichner and Conklin (2008) and Conklin and Kalchman (2018). Each note for the twenty-first century academic rigor, ideas underpinning instructional strategies and the theory-practice connection are core for exemplar models.

Note-worthy within this time-frame was Vitulano and Copeland (1980) who investigated cooperating teachers and PSTs and the impact upon classroom practice during ITE preparation. They identified notions like low skill activities which are time consuming measures are necessary but not sufficient for classroom practice such as waiting to gain access to a photocopier, marking rolls, collecting school permission notes and preparing equipment for lessons. These skills continue to be noted today and have recently appeared in documents as evident from The Grattan Institute in Australia which will be discussed in more detail later.

Another key idea during the late 1970s and into the 1980s as noted by Seddon (1978), who recognised ideas of a taxonomy for cognitive domain reasoning as proposed by Ben Bloom (1956), was widely studied over the world and its methods were utilised as the basis for analysis and reflection. It is evident in this thesis that pre-service teachers (PSTs) and teachers continue in contemporary practice to rely upon the role of psychological theories and models of practice to underpin their approaches to teaching during professional experience programs. For example, Stanny (2016) noted student learning outcomes continue today to rely upon Ben Bloom's Taxonomy for its cognitive thinking skills, which are designed to increase in complexity. This currently, aligns for example, with the New South Wales Department of Education and Training Quality Teaching Framework (NSWTF) in areas like Higher Order Thinking (HOT) (Wilson & Powell, 2013). And, the domains of intellectual quality and significance. This NSWQTF (Hayes, Mills, Christie & Lingard, 2006; Lingard & Mills, 2003) offers a framework to guide practice for PSTs during PEP opportunities.

Blooms Taxonomy is organised into six hierarchical categories designed to foster higher-order cognitive skills beginning with comprehension. Teachers continue to rely on this model today (Stanny, 2016) and so do PSTs for many purposes, like a guide on strategic questioning to foster comprehension. This then means consecutive consideration is required which is more than a sequence of thoughts. It is more than a random approach with sense making. In terms of thought to be successful one must, according to Dewey (1933), consider elements- like thought goes through one's head, and this involves the five senses (see, hear, smell, taste and touch). Consequently, this process becomes truly educative in value.

Edward De Bono's Thinking Hats are another model drawn upon by PSTs during the 1980s and continues to influence contemporary practice (Kivunja, 2015). Six Thinking Hats (De Bono, 1985) in ITE makes a theory-practice connection for approaches with pedagogy and fosters understanding curriculum. This model has been utilised as a way forward to foster and encourage notions like modes (ways) of thinking such as facts, feelings, judgement, logic, alternatives and thinking about the journey. Even though there is no empirical evidence to support this theory, it is still evident in some classrooms. Schōn (1983) as influenced by Dewey had a role to play as his ideas at the time advocated reflective practice designed to get students and teachers and teacher educators to reframe thinking (Haynes, 1997).

It is not clear what constituted an exemplar model of ITE preparation in the 1980s and the importance of theory-practice was not clear. note the curriculum as taught by elementary teachers require understanding the curriculum, processes involved and called for more evaluation. It was a time where curriculum in coursework was being defined in a myriad of ways and there was no one globally agreed upon dynamic definition for an exemplar framework for ITE (Westwood, 1996). To follow is a discussion of the 1990s and ITE.

2.4.7 1990s: the rise of assessment and verifiable techniques

In the 1990s it was recognised that the research base for PEP was 'thin' and consequently, a significant framework, which was underpinned by 46 national organisations including business, government and education was developed by Doyle (1992). Rubrics were designed for desired outcomes to make connections with the notion of lifelong learning. The three core goals focused on were becoming school ready, classroom competencies and the importance of parental support and participation in a democracy (Dewey, 1933). Ten discrete attributes of an "information literate person" (Doyle, 1992, p.1) were developed and these became the national goals and the key suggestion involved "the ability to access, evaluate, and use information for a variety of purposes" (Doyle, 1992, p.3). These decisions were influenced by the rise of ideas on the link between "teacher-education-related field experience in a school or community" (Clift & Brady, 2006, p. 309) which is in contemporary ITE PEP programs.

Assessment became a key consideration in the 1990s forming foundations for the eventual emergence of teacher training in Australia (Aspland, 2006). The importance of training and made a connection between field-based designs and the connection with instructional methods during ITE preparation (Aspland, 2006). He made a connection between 'experimentally-verifiable techniques' for PSTs and what behaviours were presumed to be effective from the health sector which could be applied in the field of ITE preparation. Cochran-Smith and Fries (1990) noted the importance of research and said, "The contrasts of conclusions

of these and other syntheses about the strength and depth of research base for teacher education reflect both historical and contemporary issues" (p.1087).

Most certainly for Australia the importance of practicum in the 1990s was evident and disciplines in coursework included sociology, psychology, philosophy and history, yet debate from the 1970s continued "amongst academics and practising teachers about the theory-practice divide and the centrality of field-based learning- 'the prac'- to teacher development" (Aspland, 2006, p.150). For Aspland (2006), patterns like the influence of neo-liberalism in ITE and ideas on lifelong learning and active reflection were key. Forzani (2014) described the ITE approach with practice to be in context and Le Cornu (2016) identified key themes including the importance of mentoring, learning communities and partnerships. This decade saw the rise of Inquiry-Oriented Teacher Education and exploring the role of the Teacher Educator. Finally, Le Cornu (2016) saw this as a period of emergent themes including the importance of mentoring with reflection built in, notions like hidden curriculum, the role of the teacher educator and the importance of collaborative communities between schools and HE providers. TEs in Australia saw a change in beliefs with practice and the connection with research, teaching and consultancy (Aspland, 2006) emerged. Shulman (1998) noted for the US and ITE providers like Stanford (Darling-Hammond, 2017) can be seen to have influenced nations like Australia. All of which see TE attempt to make connections with Dewey's principles namely apprenticeships and the role of lab work (Dewey, 1904) and the theory of practice and connection with instruction.

Singapore and its system of ITE preparation began in this decade to make reforms as led by the Ministry of Education (MoE) (Singapore Examinations & Assessment Board, 2017). Singapore is one of the nations that Australia now looks to in seeking to reform education. Teachers in Singapore came under the microscope for the importance of stakeholders when aspiring for an exemplar model of ITE preparation. Morrison and Patterson (2013) note there was a rise on ideas in policy to foster meritocratic values. Incentives started filtering in to education, which is now evident in contemporary approaches to ITE in particular, the notion teaching is viewed as a lifelong career (Ingvarson et al., 2013) TED-S report on Teacher Education and Mathematics offered ways to compare nations. For Singapore PEPs aim today to be well resourced, designed to support theory-practice connections producing graduates who are knowledgeable and pragmatic (Stewart, 2010). They are required to be nominated by school leaders to gain entry in ITE and come to teaching with a previous degree. Much of their ITE preparation has focused upon rethinking core assumptions (Stewart, 2013) to foster 21st-century learners in the 21st-century. Stewart (2010) suggests for Singapore "it's like turning around a kayak rather than a battleship" (p. 93) which offers insight into how successful a smaller nation might be as in the case of Finland.

2.4.8 2000s: a sense of disconnect

It is evident in research that PSTs in the 2000s relied upon the connection between course work and professional experience and the pre-service teacher became more visible or transparent (Le Cornu, 2016; Pinnegar & Murphy, 2011; Zeichner, 2010). Zeichner (2010) notes, however, that there is a "disconnect between the campus and school-based components of the program" (p. 89). Zeichner (2010) suggested the hierarchical approach to professional experience as evident in the US suggests academic knowledge should be challenged and calls for "theory and practice" involving integration of what are often see as competing discourses" (p. 61). O'Neill and Stephenson (2014) note for Australia during ITE preparation in the area of educational psychology and theory on behaviour management is riddled with conjecture and myths. These textbooks form the basis for approaches as deemed 'best practice' when trying to manage behaviour in a classroom. The Grattan Institute (Goss & Sonnemann, 2017) notes this requires further investigation. An exemplar ITE program where communities of practice are aspired for and the importance of the role of the teacher educator, PSTs themselves and the classroom teacher have been identified by Conklin and Kalchman (2018) who offer a new framework building upon Zeichner and Conklin (2008). Conklin and Kalchman's (2018) framework considered the importance of relationships, working through natural tensions with a panel of experts and offering a very strategic model of professional experience with a strong link to coursework which is another core principle of an exemplar model of ITE.

In Australia, during this decade ITE programs were state run and a national accreditation process was introduced by the governing body, known as Australian Institute for Teaching and School Leadership, and were revised in 2015 (AITSL, 2017). Standards and procedures have now become accepted practice applied in all ITE programs which draw upon two core types of evidence, which includes evidence of PST performance and evidence of graduate outcomes. These ideas align with international frameworks conceptualisations as described for example by Zeichner and Conklin (2008) and what Ingvarson et al., (2014) call principles 1 and 2: Coherent, standardised-guided programs. In ITE programs PSTs in Australia are required to demonstrate efficiencies from seven standards based upon professional knowledge, professional practice and professional engagement. However, each individual ITE institution offered very different models and there was no universally agreed upon approach with the most effective way to offer an exemplar professional experience program.

2.4.9 2010s: A call for Communities of Practice (Third Space)

In this decade, Zeichner's (2014; 2010) advocacy for a hybrid space as a way of shifting away from the traditional binary notion to help PSTs make sense of their world whilst on

professional experience. The opportunity to have a 'transformative space' according to Gutierrez and Barak (2008) can see HE institutions shift away from a traditional hierarchical ideology towards practices which have been traditionally seen in ITE to provide transformative spaces and possible new knowledge requiring dynamic approaches. They call for edged communities to redefine the cultural gap between schools and academic institutions where they have declared common objectives and maintain their "own culture and unique discourse" (Gorodesky & Barak, 2008, p.107). An edge requires reconsidering boundaries traditionally to be within HE and schools. Zeichner (2010) suggests a way forward to foster exemplar frameworks for ITE programs is to challenge this traditionally accepted paradigm

Lane, McMaster, Adnum and Cavanagh (2017) considered for HE in Australia how meaning making can become more rigorous as a way of supporting thinking in a community in a systematic fashion through collaborative coding and targeted feedback. Dewey suggested a way forward for thinking is to turn a subject over and over again in the mind thus "giving it serious and consecutive consideration" (Dewey, 1933, p. 3). Furthermore, he suggested PSTs first must give "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (Dewey, 1933, p. 9). Lane, McMaster, Adnum and Cavanagh (2014) offer a four-level framework to support reflection with writing tasks which may foster PSTs to self-assess as a shared experience with TE from different disciplines. They offer a four-level framework designed to support reflective writing, as summarised below:

Table 2

Four-level framework for reflective writing by Lane, McMaster, Adnum and Cavanagh (2014)

Level of reflection	Explanation
D1- Purely descriptive	PST is descriptive focused and has not noted the impact on action in the classroom
D 2- Descriptive and evaluative	PST describes the event in the classroom and evaluates the action
R 1- Low level reflection	PST describes the event in the classroom with a qualitative reflection
R 2- High level reflection	PST describes the event in the classroom with a qualitative reflection and offers suggestions to adjust future instruction

The strength of this framework is it shifts reflective practice beyond description and reflection to offer a "fine-grained analysis of pre-service teachers' reflection" (p. 490) and a way forward to reflect on experiences from professional experience in the classroom by offering a detailed scaffold and offers a way forward to support future design of instruction. Lane et al.,

(2014) suggest the benefits of this model are that it offers "simultaneously as a model for structuring quality reflective responses, for providing feedback for pre-service teachers, and a self-assessment tool" (p.491). This means writer descriptors can be linked with quality feedback and help PSTs improve their quality of work by using this framework.

Zeichner's (2014, 2010) call for this hybrid model, described as third space, may offer a glimpse of most recent initiatives in PST PEP as this requires the reconsideration of PEP opportunities to see twenty-first learning become more fluid and the call for a more democratic model between the classroom teacher and the PST. Zeichner (2010) suggests that a central problem in the education of PSTs as previously mentioned is a sense of disconnect between the campus and school-based programs. This disconnect is noted on a global scale and key researchers agree that ITE, particularly PEP is in need of transformation (Ryan, 2011; Le Cornu 2016; Darling-Hammond, 2006).

At another level Cochran-Smith (2004) determined teacher education needs to be taken under control by educators themselves for "…at this critical juncture in the reform and development of teacher education in many nations around the world, if we do not take control of framing outcomes question in teacher education, then the outcomes will surely frame us and undermine our work as teachers, teacher educators, researchers and policy makers" (p.208). The discussion here is a good example of what Cochran-Smith (2004) called for over fourteen years and again this year Cochran-Smith et al., (2018). It is evident in the global discourse on the exemplar model of ITE particularly who has control over the decision making with how to best approach a model of professional experience.

2.4.10 Conclusion of the history of typologies

Through discussion of typologies and the historical journey such as Aspland's (2006) discussion of historical patterns in ITE, Zeichner's (2010) paradigms and Le Cornu's (2016) themes, a binary system which is the connection between coursework and professional experience programs during ITE preparation has emerged (Zeichner, 2010). Dewey described teachers as agents who, through the use of knowledge and skills like theory and relationships, communicated rules expected within a democratic society. Teachers are in the position in society to guide and uphold these core democratic notions and this then becomes an "instrument of understanding and dealing effectively with situations which follow" (Dewey, 1933, p. 44).

2.4.11 Trends with Professional Experience Programs during ITE

To follow is a discussion of some of the trends pervading conceptualisations of PEP during ITE that were discussed in the previous section. It is helpful to consider the development of PEP over the past fifty years as evident in the table of typologies, with an additional column which

highlights since the 1960s five key trends or typologies that have shaped and continue to shape the PEP landscape. At this point I will be offering a new typology of the trends identified through a synthesis of the literature from the 1960s to the present. These trends have been termed **Autocratic**, **Apprenticeship-Authoritative**, **Scholar** and finally the **Communities of Practice** (Third Space Pedagogy).

Table 3

A new typology of trends

Time-frame	Paradigms in ITE Zeichner (1983, 2010)	Patterns in ITE Aspland (2006)	Practices in ITE Forzani (2014)	Themes in ITE with PEP Le Cornu (2016)	Trends in ITE synthesised from the literature
Before 1900s	N/A	Vocational orientation in ITE in early Australia	Passive activity	N/A	N/A
Turn on 20th century	N/A	Craft of teaching		N/A	N/A
1920s-1930s	N/A	N/A	Scientific efficiency	N/A	N/A
1960s	Behaviourist Teacher Education	Craft of teaching	Competency based ITE (CBTE)	N/A	Autocratic trend
1970s	Personalistic Teacher Education	Craft of teaching	CBTE	N/A	Apprenticeship-authoritative (shadow) trend
1980s	Traditional-Craft Teacher Education	Teaching as a scholarly pursuit	CBTE	N/A	Scholar trend
1980s+	Inquiry-Oriented Teacher Education	Teacher Education in contemporary Australia- neo-liberalism-lifelong learners-high level thinkers, actively reflect	CBTE	N/A	Scholar trend
1990s	Inquiry-Oriented Teacher Education	Teacher Education in contemporary Australia- neo-liberalism-lifelong learners-high level thinkers, actively reflect	Practice in context	Emergent themes on Practice teaching- reflection, mentoring, hidden curriculum, role of teacher educator, collaborative communities	Scholar trend
2000	Inquiry-Oriented Teacher Education	Post article	Practice in context Teacher Educators	Pedagogy ICT Mentoring Learning communities partnerships	Scholar trend (ST) Scholarship of Teaching Learning (SoTL)
2010+ (It is acknowledged Zeichner has called for this before but this will form the basis of this thesis	Zeichner (2010) Communities of Practice (3rd space) Teacher Education (Zeichner, 2010) (Zeichner & Conklin, 2008)	Post article	Post article	As in 2000 and ECT resilience Sustainable models of PEP Professional standards	Communities of Practice (Third Space Pedagogy) and the scholarship of teaching(PSTs design their own resources and at times lead the community of learners)

					ICT is key (Ubiquitous learning)
					Shared mentoring Learning communities Partnerships

The conceptualisation of the **autocratic** trend viewed the class-room teacher as having complete authority to choose what knowledge is taught and how to transmit this knowledge. This existed in the 1960s but spills into other decades. In this model PSTs are expected to comply without question with a classroom teacher's ideas (Aspland 2006; Egeberg, 2006; Mc Cooney & Price, 2016; Robinson, 2006). Metaphors which appeared the following decade by researchers like Elliot Eisner (1978), show at the time there was a call for encouraging thinking in an artistic manner and the connection with design of curriculum and the practice of teaching (pedagogy). He questioned the autocratic trend and instead suggested teachers are about art and thinking this way is core to understanding what it is to be a teacher. Eisner (1978) was important for he suggested teaching involves a tapestry like approach where Gage (1977) suggested teachers were more like scientists. Dewey understood creative instruments like metaphors for teachers offered a new way to gain meaning. However, scientific writing which was dominant at the time suggested poetic expressions according to the American Association of the time saw the use of metaphors were clichés and suspect.

The conceptualisation of the **authoritative-apprenticeship (shadow)** trend which became dominant in the 1970s tended to be curriculum and behaviour management oriented. This trend originally developed in the late 1960s but this became more evident in the 1970s. In this model, ideas of training were a core factor and 'work shadowing' was relevant, led by the teacher in the classroom. (Aspland, 2006; Egeberg, 2006; Mc Cooney & Price, 2016; Robinson, 2006). Mentoring was very much one directional and central to practice and was focused upon curriculum delivery.

The **scholar** trend (ST) considered core ideas like theory-practice connections and this model valued the importance of coursework and how this could be applied during practice or during PEP. This model involved ideas on internships and the nature of a graduate within a particular role and a given sector such as teaching in a primary classroom. It required considerations like theory-practice connections and relationships, and reflection was a key factor (Richlin, 2001; Richlin & Cox, 2004). For example behaviour management has been noted to be a significant ongoing issue of concern for teachers (Goss & Sonnermann, 2017), and should be based on research. Ideas on behaviour management have connections with being active (Taylor & Parsons, 2011), levels of interest (Chapman, 2003) and often connections with rewards (Dec et al., 2001). Systematic approaches are evident with scholar teaching (Dewey, 1938; Marsh, 2007) for example with behaviour management. The scholarship of teaching & learning (SoTL) was important in a scholarly approach, and it moved beyond the individual teacher (Allen & Field, 2005). Creativity became an element as did a deep understanding of literature and a connection with high level of interest and sharing (Allen & Field, 2005). Emergent themes of this period saw the rise of ideas of reflection and the importance of the notion titled 'practising teaching'

(Le Cornu, 2016; Le Cornu, Peters & Collins, 2003). Opportunities for pre-service teachers to mentor each other (2007) and the importance of fostering resilience (Le Cornu, 2009) also become opportunities to reflect upon practice. Cochran-Smith and Lytle (1999) understood that developing knowledge was important for teachers to have an opportunity to practice and reflect in learning communities. In recent times, paired placements during professional experience is an example of an innovative theme within the **scholar trend and the scholarship of teaching & learning trend (SoTL)** (Witman & Richlin, 2007)**.** A professional, according to Saks (2012) is able to draw and name a given theorist, the given theory and use key terminology such as with Vygotsky (1978) and terms like the Zone of Proximal Development (ZPD) when practicing in a given profession.

Collaboration as outlined by Le Cornu (2016) is a way to support scholar pre-service teachers the focus through relationships (Cochran-Smith & Lytle, 1999) and collaboration like mentoring (Le Cornu, 2005) can form the basis for reflection (Babbie, 2015). Subsequently, approaches towards professional experience such as the trial of paired placements which was the experience of participants in this study. Dang (2013) suggests this approach involves avenues like online communities of practice and offers areas to explore "tensions, dialogue, reflections and increased support from being placed with a peer" (Dang, 2013, p. 47). Bullough, Young and Draper (2004) suggested this as a way forward and dialogue may support identity formation through notions like reflection and connections with mentoring.

I argue that the trend that is most productive as a way forward is one known as **Communities of Practice** as proposed by Zeichner (2010). Communities of Practice is a trend which Zeichner refers to as the third space where university- based and school-based learning are based upon hybrid qualities of mutuality, hybridity and collaboration as a two-way partnership (Forgasz, Heck, Williams, Ambrosetti & Willis, 2018) in areas -like theory-practice connections and opportunities to complete programs in diverse communities. Darling-Hammond (2017) has added to the global dialogue and in many ways has taken an inventory like considering concrete artefacts involving retrospective reasoning, which really means looking at the artefacts after they have been used to support big picture analysis of the conceptualisations in ITE exemplar programs. Examples of concrete artefacts include records of meetings and the creation of a communal website where all community members contribute using their own specific skills (Conklin & Kalchman, 2018).

2.4.12 Features of Exemplar Professional Experience Programs

The following section will discuss exemplar models as offered by Zeichner and Conklin (2008), Ingvarson et al., (2014), Conklin and Kalchman (2018) and Rowan, Mayer, Kline, Kostogriz &

Walker-Gibbs (2015). I will compare and contrast each exemplar model and note implications as relevant for this thesis.

A sample of frameworks for thinking of exemplar Initial Teacher Education Programs:

To follow are three examples of possible frameworks for thinking about exemplar Initial Teacher Education Programs (ITE). I recognise there other possible frameworks and they will be referred to however, for the purpose of this thesis the most pertinent ones have been tabulated below. I note nations or continents like Europe (Bokdam & vanden Ende, 2014), Singapore (Stewart, 2011; 2013), Finland (Sahlberg, 2010; 2011), United Kingdom (Evans, 2010) and Canada (Thomas, 2013) draw upon all or parts of the Zeichner and Conklin (2008) framework. Each framework is an example of desired ITE models to guide ideas on reform and transformation and are based upon peer-reviewed research on ITE.

Table 4

Frameworks of Exemplar Initial Teacher Education typology

	Zeichner and Conklin (2008) **United States (1)** Features noted in Europe, Singapore, United Kingdom, Canada and Finland	**Ingvarson et al., (2014)** **Australia**	**Conklin and Kalchman (2018)** **United States (2)**
Key References	Darling-Hammond (2017) Zeichner and Conklin for (2008, p. 276) Editors Cochran-Smith, Feiman-Nemser, McIntyre & Demers	Ingvarson, Reid, Buckley, Kleinhenz and Masters (2014)	Conklin and Kalchman (2018) as informed by Zeichner and Conklin for (2008, p. 276)
Principle 1 : *Social and institutional context*	Social and institutional context: type and mission, structure(length) institutional support, state policy context	**Best practice principles 1 and 2:** Coherent, standards-guided program	Social and institutional context: type and mission, structure(length) institutional support, state policy context
Principle 2: *View of teaching, learning, schooling, the teacher's role and the learning to teach in the program's mission*	View of teaching, learning, schooling, the teacher's role, and learning to teach in the program's mission, how clearly defined, shared and degree commitment	**Best practice principle 3:** A strong core curriculum based on professional knowledge	View of teaching, learning, schooling, the teacher's role, and learning to teach in the program's mission, how clearly defined, shared and degree commitment
Principle 3: *Admissions process*	N/ A for this thesis: Admission process	N/A for this thesis	N/ A for this thesis: Admission process

Principle 4: *Curriculum and course work*	Curriculum in Coursework: aspects of preparation, placement of curriculum, connection with program mission, perspectives in the curriculum, academic rigor, course topics/units, preparation to teach subject area and role of age levels	Best practice principle 4: Strong links between theory and practice	Curriculum in Coursework: aspects of preparation, placement of curriculum, connection with program mission, perspectives in the curriculum, academic rigor, course topics/units, preparation to teach subject area and role of age levels
Principle 5: *Field experience*	Field experience -Number, length and placement in the curriculum -How closely connected to the rest of the program -Teaching responsibility provided -Extent to which they build on prior field experiences	Best practice principle 5 and 6: Extensive clinical experience based on genuine partnerships with schools	Field experience -Number, length and placement in the curriculum -How closely connected to the rest of the program -Teaching responsibility provided -Extent to which they build on prior field experiences
Principle 6: *Instructional strategies*	Instructional strategies -What are the strategies? -How are the strategies used? For what purpose? How are they introduced and supported? -Are the strategies advocated for candidate used modeled by teacher educators?	See best principle 3: A strong core curriculum based on professional knowledge	Instructional strategies -What are the strategies? -How are the strategies used? For what purpose? How are they introduced and supported? -Are the strategies advocated for candidate used modeled by teacher educators?
Principle 7: *Internal organizational features*	Internal organizational features: -Use of student cohorts or not -Staffing-horizontal/vertical -Who are the teacher educators? -How were they prepared for the roles? -Level of coherence between field and campus components	Best principle 7: Confronting prior beliefs and assumptions	Internal organizational features: -Use of student cohorts or not -Staffing-horizontal/vertical -Who are the teacher educators? -How were they prepared for the roles? -Level of coherence between field and campus components
Principle 8: *Use of data*	Use of data: -How are data collected about the program used to inform decisions about the program?	Best principle 8: Standards-based assessment of graduate outcomes	Use of data: -How are data collected about the program used to inform decisions about the program?
Principle N/A	N/A	N/A	2018- Establish relationships with colleagues (Conklin & Kalchman, 2018, p.13) and offer professional experience program
Principle N/A	N/A	N/A	Tap into expertise, experience and knowledge that both complemented and supplemented our own expertise (Teacher Educators) (p.13-14)
Progression term	Key milestones	Benchmarks	Key milestones
Examples of exemplars	-University- Boston, Washington -Boston Lynch School of Education	-Victoria: Monash Charles La Trobe Teaching School Catholic Education Office with 50 trial schools -NSW: Macquarie University	-University Illinois State University -DePaul University College of Education -Colleges -Stanford

Perceptions underpinning each framework include the importance of the role of ITE in notions like social justice-oriented pedagogies, the role of PSTs, governing agencies, peer reviewed research and the final framework considers the role of the teacher educator (TE). For

example, Rowan, Mayer, Kline, Kostogriz &Walker-Gibbs (2015) note the importance of TE approaches to pedagogy, knowing subject content and affording quality learning experiences and the connection with professional experience programs. Commonalities included the importance of a national vision (Conklin & Kalchman, 2018; Ingvarson et al, 2014; Zeichner & Conklin, 2008). The eight elements of Zeichner and Conklin's (2008) framework are evident in the other two examples. However, I would like to note differences. Ingvarson et al., (2014) offers principles designed to confront prior beliefs and assumptions of PSTs. The Conklin and Kalchman (2018) offers two key changes:

1. Relationships with colleagues like fellow TE and a connection with other professional experience program;

2. Tap into expertise, experience and knowledge that both complemented and supplemented our own expertise (like Teacher Educators (TE), principals, school counsellors).

Conklin and Kalchman (2018, p.13-14).

The 2018 Conklin and Kalchman framework offers a new level of depth such as a connection with tasks like "assignments, but also a whole course, and how the use of such frameworks might be useful to them in their work as teacher educators" (Conklin, 2015, p.329-330). In addition, an explicit framework designed to consider learning spaces such as communities of practices or what Zeichner (2010) suggests might be hybrid spaces. Such professional experience programs have a vision to teach in a climate which is equitable, intellectually challenging, social justice oriented making use of research to underpin decision making during practice (Conklin & Kalchman, 2018). Conklin and Hughes (2016) note "this framework for justice-oriented teacher education and the inherent complexity of attempts to parse such fundamentally messy relational practice" (p.47). They concluded and recommended "framework to examine and re-envision course of program designed and practice" (p. 58) which considers the role of the course- coursework and professional experience, the role of the teacher educator, the PSTs themselves and other community members. When designing the frame-work they note they heavily drew upon the Zeichner and Conklin (2008) framework.

2.4.13 Commonalities and comparisons

I will now offer a discussion designed to understand commonalities and comparisons based upon the eight elements model as outlined by Zeichner and Conklin (2008) as it is the most universally agreed upon. Best practice principles with ITE offer a way forward by contributing for a chosen nation and HE institution a higher capacity to enable coherence with program design, delivery and assessment (Ingvarson et al., 2014). The following eight principles

will bring together my discussion of the literature review thus far to help gain a more specific link with the previous holistic discussion. It may come across as repetitious in nature but is designed to make examples more explicitly linked with each of the eight principles. Rowan et al., (2015) offer conceptualisation discussions based upon typologies considering conceived, perceived and lived spaces in TE and new directions but this requires more research about its effectiveness.

2.4.14 Key features of professional experience programs relevant to this thesis

Now, I will discuss key features of professional experience programs relevant to this thesis learning communities and relationships, the importance of research and inquiry, theory-practice connections, curriculum chosen and reflective practice. It appears each feature chosen extensively in research literature in ITE and areas like professional experience. As previously noted, when I discuss each feature I will offer a rationale for the selection of each feature and explain each one.

2.4.15 Feature: Professional learning communities and relationships

Learning communities in education are called communities of practice and a rationale or motivation for including this feature in this thesis is data collected was based upon conversations within a community involving myself as the teacher educator and primary pre-service teachers and the conversations had on critical events within professional experience programs across many key learning areas. Professional learning communities are about relationships and Wenger (2000) proposed a theory designed to support social learning systems known as Communities of Practice. This approach involves three modes of belonging particularly engagement, imagination and alignment. According to Wenger (2004) to engage in practice, we are required to "act and interact. We must have a body with a brain that is functioning well enough to participate in social communities" (p.51). Capturing meaning involves negotiating meaning, participating and this requires an element of practice. Wenger (1998) describes engagement as doing and talking about things together; imagination is about exploring possibilities and alignment is not a one-way process instead processes of mutuality and care are core if practice is to succeed. Wenger's ideas were informed by Dewey's understandings of learning through a shared process within a given occupation and a need for unifying a vocation and its given culture (Dewey, 1933). These ideas are relevant for this thesis as in ITE Zeichner (2010) observes professional experience learning communities are complex due to the nature of education and he purports that "more democratic and inclusive ways of working with schools and communities is necessary for colleges and universities to fulfil their mission in the education of teachers (p.89). In terms of exemplar ITE frameworks community underpins many key principles of all frameworks offered.

For example, Ingvarson et al., (2014) notes for Australia principles 5 and 6 are based upon genuine partnerships with schools, Zeichner and Conklin (2008) framework is not as explicit in the eight features so I note an example which is a level of coherence between field and campus components and social and institutional context. Conklin and Kalchman's (2018) two additional principles based upon the 2008 framework offer clear features on this area such as establishing relationships with colleagues during professional experience programs and the importance of bringing specific expertise to this community.

Miles and Furlong (1988) are regarded as the first to understand the importance of the relationship between pre-service teachers and their educators in a less hierarchical way. These ideas have influenced conceptualisations of professional experience typologies like Zeichner (1983) who outlined four paradigms. Further, Zeichner (2010) outlined and noted between 1960-2010 he called for a communities of practice (Wenger, 2000) philosophy. Le Cornu (2016) and themes. It is recognized schools are places of community. Professional learning communities in ITE have appealed to long term advocates Darling-Hammond (2018), Zeichner (2014) in the USA, and Brown, Rowley and Smith (2014) in the United Kingdom. The learning space during PEP is an ideal area to afford opportunities between teacher educators, PSTs and the classroom to create a learning community. This was championed by Rust (1999) who established a book club learning community between PSTs, the teacher educator, early career teachers and more experienced classroom teachers in the USA (Conklin, 2015, 2008; Conklin, Hawley, Powell & Ritter, 2010; Conklin & Hughes, 2016). In Australia, Groundwater-Smith, Ewing, & Le Cornu (2015) outline that learning communities can be achieved through rethinking the curriculum taught during coursework in ITE preparation to better prepare PSTs for PEP. Dinham (2014, p. 65) also supports the idea of a professional learning community and comments that, "the fabric of the classroom that is conceived as a community of learners… [is] respectful of the contribution others make to learning." This vision by Dinham (2014) as an example of a textbook studied during ITE coursework in preparation for PEP Groundwater-Smith, Ewing & Le Cornu (2007) who all universally note that PSTs face many challenges and dilemmas when teaching during professional experience.

2.4.16 Feature: Research and inquiry during professional experience programs

Research and inquiry offers a way to inform thinking when conducting, evaluating, investigating, reporting and making use of research to underpin practice. Research offers ways to sharpen thinking more critically and offers a way to claim or 'prove' influences on our behaviour such as pre-service teachers during professional experience. Opportunities to undertake research by teacher educators and ultimately PSTS was suggested by Zeichner (2014) and Darling-Hammond (2017). For the USA, Zeichner (2014) suggests a way forward with ITE is to form

community-based teacher education where there is a shared level of responsibility in areas like conducting research between members within the community of education like teachers, principals, teacher educators and PSTs themselves during PEP. Zeichner (2014) adds another layer of complexity with implications for PEP preparation. He sees there is problematised notion with what he describes as an uncritical shift and acceptance of the practice of new approaches to clinical experience afforded PSTs during PEP such as the rise of teacher residencies during ITE preparation (Guha, Hyler and Darling-Hammond, 2017). Le Cornu (2016) suggests professional experience program themes for Australia during this thesis timeframe includes ideas on inquiry through partnerships like mentoring and community of learners where the journey considers things like the role of the teacher educator in this process.

2.4.17 Feature: Theory-practice connections

Theory can be described as the hypothesis which then must be applied in practice and often involves a level of testing one's own practice. Christenson and Johnson (2008) describe this as a dynamic process which Kuhn (1962) wisely noted that there is an "element of arbitrariness is present, and it too has an important effect on scientific development" (p.5). Universities foster the notion of theory into practice as a way of demonstrating a scholar teacher (Richlin, 2001). Ball and Cohen (1999) outlined the importance of professional investigation during teacher education. Dunlop and Grabinger (1994) noted within formal classrooms through problem solving PSTS can then apply these experiences during professional experience opportunities. Pring (2000) suggests where students learn ideas based upon theory and practice cannot be separated. As a result processes with reflection afford learners opportunities to work through and re-evaluate experience and turn this into learning (Boud, Cohen & Walker, 1993). Consequently, learning theory dominates much of the preparation of primary teachers to be 'professional practice' ready upon graduation the importance of behaviour (Bandura, 1977) and the connection with the role of teachers to model correct behaviour. In essence, these theoretical understandings are taught during coursework to offer knowledge to support practice and success with engagement during the professional experience component.

Theory can be described as the science of interrelated concepts and the use of these data influence experiences (Stanovich, 1992). As a general statute, theory from the pillar of psychology has dominated ITE preparation. Bandura (1977), Piaget (1972) are Vygotsky (1978) are three of the most recent examples of psychological oriented theories but are by no means the only theories underpinning ideas with theory-practice connections. Mc Vee, Dunsmore and Gavelek (2005) and Bransford (1985) drew upon Vygotsky to establish stronger links for teachers from ideas proposed by Vygotsky like key terms like activating schemas and "prior knowledge" (Duchesne & McMaugh, 2013). Dewey (1916, 1938) on the other-hand outlines the

importance of experience and as such his ideals align with the sociological underpinnings of teaching and learning.

Fuller and Brown (1975) were one of the first research teams to identify the importance of laboratory work in areas like the use of educational materials and the interplay of theory in the classroom. Doyle (1992) called for a framework designed to inform ideas on pedagogy and this exits today in Australia in benchmarking (AITSL, 2015). This framework is now known as theory-practice connections. Part of the journey to develop teacher identity involves the process to make theory- practice connections which includes understanding how to teach in the classroom, that is, ideas on approaches with planning, pedagogy, assessment and accountability. In addition, theory-practice connections offer insight on ideas like relationships and notions like catering for diverse communities.

Most recently, Kalantzis and Cope (2018) suggest a way forward with theory-practice connections and becoming action researchers and providing learning opportunities where invention spirits can be fostered and flourish (Kalantzis & Cope, 2018). For example, Cohen, Hoz and Kaplan (2013) suggest learning in the classroom is now ubiquitous by nature and this is influencing PSTs across the world. This is evident in the national approach for Australia with pre-service teacher professional experience programs. Pianfetti (2009) offers an insightful chapter in Cope and Kalantzis (2008) and suggests "Technology has the power to inspire us to transform the way we live, the way we teach, and the way we learn" (p. 93). This is evident in professional experience programs and influences ideas on supporting students to be engaged in the classroom.

2.4.18 Feature: Reflective practice

Reflective practice is deemed to be a key tenet of democracy and involves reasoning-intellectually, morally and emotionally and in ITE PEP this is an opportunity for PSTs to grow in identity. Dewey (1916) described this as "the quality of the experience changes, the change is so significant that we may call this type of experience reflective" (p. 170). This is a process where the type of experience afforded PSTs is a key consideration and this could be the site of practice, the age group taught, lessons taught and the mentoring relationship with various players like the classroom teacher.

Schön (1983) offered ideas with important understandings about a connection between theory-practice and he stressed opportunities to do this must be drenched in every-day practice for professionals and this can be extended to the profession of teaching and the role of reflection during PEP during ITE preparation. Within ITE preparation the every-day practice is during PEP

where PSTs are given an opportunity through approaches with pedagogy/instruction such as delivering a lesson then reflecting upon notions like success with student engagement. Schön (1983) described this as 'reflection-in-action" and 'reflection-on-action". He theorised if professionals reflect whilst in action/practice and then on action/practice they will be able to reinvent themselves (Mitchell & Weber, 1999) as novice teachers through Higher Education (HE) by reinterpreting their lives in the workplace which is PEP. This opportunity they noted fostered opportunities to critically reflect in areas Kindergarten-Year 12 by illuminating issues and asking fundamental questions. They suggested this could be done during coursework by viewing film and literary narratives as a 'pilot' approach to prepare for PEP.

Connelly and Clandinin (1990) noted that during PEP is a powerful avenue to reflect upon practice through the opportunity for PSTs to share their own lived stories in a community of practice oriented approach. Mezirow (1981) suggested reflection "is the central dynamic in intentional learning, problem-solving and validity testing through rational discourse" (p.4). Reflection and reflexivity become part of practice for professionals like teachers (Bolton, 2010). Bolton (2010) suggested reflection and reflexivity is the why and there is importance of a connection and value with writing and developing professionally.

Perspective taking is another relevant reflective practice which is evident in PEP conversations. Bain, Ballantyne, Mills and Lester (2002) who recognise choice as a key factor and PSTs' perspectives should be considered when approaching ideas on reflective practice. Choice can be taught through reflective writing opportunities in HE which has implications for approaches in areas like assessment, opportunities in tutorials and PEP opportunities. This model has 5Rs- Reporting, Responding, Relating, Reasoning and Reconstructing (Bain et al., 2002). This continuum is complex and integrated which has implications for ideas on practice such as during ITE PEP opportunities with lessons and ideas on engagement and giving opportunity for choice.

Researchers in education borrowed ideas from Atkins and Murphy (1993) who noted for nursing, opportunities to share stories foster self-awareness, critical analysis and evaluation. They noted for this to succeed, the community for sharing would be most responsive to support reflection if the nurses felt a sense of trust where they could be honest, an appropriate amount of time was afforded to discuss their stories, motivation must be evident, and practise is core. Consequently, opportunities to discuss and explore narratives through opportunities to reflect is another avenue to move forward to foster reflexive practice during ITE preparation. Rust (1999) suggested undergraduate student teachers in urban communities could talk with urban teachers on how to become reflective and effective teachers. She noted "conversations produced a rich

picture of the complex learning at the heart of teaching" (p.367). The approach afforded the PSTs was to outline their day in chronological order and to offer opportunities for conversation (Clandinin & Connelly, 1995; Schön, 1983) to occur in the presence of the PSTs, beginning teachers and teacher educators with the purpose all would focus on ongoing professional growth and development. The informed understandings where then connected to relevant theorists as in their case for example Bruner (1990) and Noddings (2002). Rust described this as "the act of meaning making" (Rust, 1999, p.370) through spontaneous vignettes generally in response to a trigger after a question was asked during the regular conversation groups over a two-year period. These stories were shared from the lens of various community members, such as the viewpoint for the PST and then the viewpoint for the teacher and educator. Rust (1999) concluded "their lived experience intersects with experience of teacher education and shapes their subsequent work as teachers is what I am beginning to learn from these conversations" (p. 378).

Ideas on reflection in most recent times influenced Ryan (2011) to build on Bain and colleagues' work for a four-pronged model on reflective thinking- Reporting-Relating-Reasoning-Reconstructing which can be utilised in HE (Ryan & Ryan, 2013) and this was designed to support ideas on principles for examples teacher educator ideas on pedagogy in HE (Conklin, 2015; Ryan, 2011). Fostering the relationship between models designed to support reflection in HE and exploring ideas on pedagogy could be considered here. This opportunity may offer a way forward to support exemplar models and frameworks as universally agreed to on a global scale such as Zeichner and Conklin (2008). Ryan (2011) notes reflection in HE can become deep and transformative and this is best supported by ideas through thought and reason to "…engender sustainable learning practices" (p.145). It appears a new emerging area in ITE PEP preparation could consider multimodal opportunities for reflection on practice. Ways to be trialled and help ITE move forward include combinations of written, visual, oral, and performed or a combination of these during coursework and PEP opportunities. Ryan and Ryan (2013) suggest this could become common practice in HE coursework and could foster an ability to become a reflective practitioner who succeeds in the teaching-learning cycle. Deep reflection can enhance engagement for students in the classroom, the classroom teacher and PSTs themselves. For me as an early career researcher, this involved living my own narrative and I too reflected as I transitioned from being a classroom teacher to a Teacher Educator (Carrillo & Baguley, 2011) influencing my own identity formation.

2.4.19 Conclusion of ITE discussion:

After exploring each historical typology and frameworks for exemplar professional experience programs it is evident that researchers universally agree professional experience programs are a crucial component of the preparation for teaching (Craig, 2017; Darling-

Hammond, 2017; Le Cornu, 2016). Until 2018 the universally agreed upon preferred framework for exemplar models in ITE preparation was Zeichner and Conklin (2008). In May 2018 Conklin and Kalchman have offered potential new ways forward to take the 2008 framework for exemplar ITE programs to the next stage.

Preparation is core to success and this involves a scholarly type approach with coursework and an opportunity to apply theory-practice connections during professional experience to foster success with student engagement in the classroom. Nations have broadened their lens and look at other countries for ideas, but it is agreed upon each nation must have its own approach. Here lies a dilemma, for each PST is an individual and each student they teach has their own needs in a diverse community. Universally nations agree upon standards of practice, which require PSTs to have extensive field work or professional experience opportunities. Ryan and Bourke (2013) offer some useful insight for they question standards for nations like the UK and Australia. There is a concern the standards being crafted for the teaching profession are very behavioural heavy with no regards to "attitudinal, emotional and intellectual dimensions of the trustworthy professional" (p. 421). This has implications for ITE preparation.

A call for communities of practice which are designed to achieve a myriad of goals depending on the vision of a given nation is a common feature, but nations are taking on their own nuance. For example, Finland and Singapore have embraced a more leadership-oriented model with PST preparation considering ideas to foster leadership. The United Kingdom seems to be more plagued than most by bureaucratic ideas on ITE design. The field of practice opportunities continue to be debated and many are trialling new ways. For example, Finland now has schools as part of the university learning hub. Zeichner (2010) continues to call for a communities of practice trend (2010) where there is a change from the generally agreed upon binary of coursework-professional experience programs in an endeavour to meet the needs of diverse communities with reference to social justice. Despite the differences in foci related to teacher knowledge across nations, there remains a consistent thread across all nations that ongoing professional learning is crucial and must be contextual. This means that teacher learning is not simply the responsibility of the profession and the diverse school communities in which teachers practice their craft and develop and hone their identities as teachers.

2.5 PRE-SERVICE TEACHER IDENTITY

2.5.1 Introduction

I will now discuss the concepts teacher identity (TI) and PST identity (PSTI), and define them and offer a discussion of elements as a way forward to help understand each PST in this study. The salient feature to note is identity is given as an umbrella term. PSTI influences all aspects of a pre-service teacher as it is their view of their world and how they see it. This includes considering- context, construction and reconstruction for a lifetime. It is important to outline this theme for PSTI formation underpins everyone's own philosophy with teaching and influences what they choose to teach to foster engagement in the primary classroom.

Teacher identity has been long recognised as a core element for the teaching profession (Freese, 2006; Korthagen, Kessles, Koster, Lagerwerf & Wubbels, 2001; Sachs, 2005). Mitchell and Weber (1999) explained TI involves a process where teachers use narratives to create themselves and explain their lives as teachers (Connelly & Clandinin, 1999). Teacher identity is important as this process involves reflective practice and influences approaches to classroom practice (Beauchamp & Thomas, 2009; Flores & Day, 2006; Day & Kington, 2008; Olsen, 2008) and ultimately success in the lives of students with citizenship preparation in a democracy (Dewey, 1916). A key consideration with this thesis is the connection between teacher identity and engagement in the classroom and the journey to become a quality teacher in the 21st century. Teacher identity including the role of each pre-service teacher's ethnicity (Chan, 2006), the importance of culturally sensitive curriculum (Chan, 2007) and the importance of school context with connections to curriculum, has a role to play in this thesis as teachers in part during professional experience programs influence the identity formation of PSTs during professional experience programs.

This process when considering TI involves understanding ideas on culture of schools and the interplay between context, culture and other factors like the biography construct of teachers of themselves (Flores & Day, 2006). Often growth of TI involves a process where teachers themselves face a critical event (Webster & Mertova, 2007) requiring judgement upon reflection (Ambler, 2012) to "tackle" the incident (Postholm, 2006). Understanding one's own beliefs and experiences and the teacher becomes a narrator or storyteller (Chan, 2007, 2006) can change one's own world view through life events.

A sense of purpose affects teacher identity formation and this is influenced by areas like a sense of one's own self-efficacy, how committed individual teachers are, levels of job satisfaction, motivation and how effective they feel they area (Day, Kington, Stobart & Sammons, 2006). Postholm and Rokkones (2015) suggest key to this journey is perception and relationships such as those between school leaders, teachers and school visions. It requires

teachers to pursue opportunities to partake in communities of learning which tend to be organised by the given school and are required to align with the given school's vision and prompt common dialogue. Consequently, it is not surprising teachers themselves are the most important 'actors' in this area particularly in developing reasoning in areas which may influence approaches to practice (Ambler, 2015) and identity including tensions and contradictions in their careers (Olsen, 2008).

Teacher identity formation is an ongoing process influenced by external realisations such as praxis shock and personal interpretations and conceptualisations (Chong, Low & Goh, 2011). In brief there are three dimensions of teacher identity as outlined by Day and Kington (2008) namely professional identity, situated located identity and personal identity after a study in the UK. Professional identity is a way of teachers making sense of themselves "in different policy and personal contexts and different times" (p.9). Situated identity can be described as identity in response to a given situation such as a school community. Personal identity is what teachers bring to the classroom from their own experiences like childhood memories (Chan, 2015), relationships and life events.

2.5.2 What is Pre-Service Teacher Identity (PSTI)?

PST identity is best explained by a model of identity formation explained by Ronfedlt and Grossman (2008, p.43). This model offers an overarching umbrella noting TEP course work context and Fieldwork- clinical placement context and the supervisory context. To follow are patterns like participation in practice and role expectations. This goes on to help shape a progression of growth which is intertwined:

- Early Image

- Opportunities to construct PST through observation

- Experimentation and evaluation

As a result of these processes, at the end of ITE studies the PSTs are ready for graduation and classroom practice.

The PSTI involves an adaptive process that brings together the personal and professional world through, for example, opportunities to mentor each other (Ambrosetti & Dekkers, 2010; Dinham, Chalk & Nguyen, 2015; Le Cornu, 2005). PST identity is influenced by a variety of factors like coursework, field work or professional experience and the supervisory contexts. Through active participation and expectations across roles there is a progression during the ITE journey. PSTs commence ITE programs with a range of beliefs about what it is to be a teacher

(Latham, Blaise, Dole, Faulkner, Lang & Malone, 2007). This belief system has been and continues to be influenced by areas like life experiences including their own schooling and relationships with friends and family.

Opportunities to develop PSTI alter during the duration of ITE preparation from an early professional image of self, such as the importance of mentors to support pre-service teachers (McDonough & Brandenburg, 2012) in areas like coping with challenging and stressful situations and examining their own assumptions as a way forward for developing deeper understandings. Experiences afforded PSTs offer a way forward for adaption and construction through the cyclic process of observation, evaluation and experimentation. Alsop (2006) notes PSTs beliefs are difficult to change but it is possible, if repeated challenges are presented through ideas like cognitive dissonance (inconsistent thoughts, beliefs or attitudes particularly with behaviour-oriented decision making) which can result in a change in PSTI formation. Cognitive dissonance (Fisher et al., 2008) occurring within a supportive ITE program with the aim to improve notions on own PST identity growth is a way forward as afforded by communities of practices ideals. One useful way to consider is reflection from the pre-service teachers own point of view (Bain, Ballantyne, Mills & Lester, 2002). For example, methods courses designed to promote inquiry-based learning may offer a way forward to foster successful identity preparation for professional experience (Ma et al., 2011) during the binary of coursework–field experience. This involves experience, and exposure to critical events (Webster & Mertova, 2007). Offering a way forward to successfully negotiate tensions and contradictions may help navigate their way through and could have strategically afforded them through a repertoire of experiences (Dewey, 1933). Ma and Singer-Gabella (2011) note some PSTIs could be fostered to develop change whilst others embrace it and a way forward could be to challenge multiple tensions. The role of the teacher educator (TE) is relevant to this journey.

That TE can offer, during coursework authentic real- life problems from the classroom designed to foster discussion and reflection for PSTs is relevant for this thesis. For example, Conklin (2015) discussed challenges novice TE face when they are often PhD student themselves. This shared journey is where TE reflect upon their own journey and own practice to become skilled TE. Conklin (2015) notes TE are often not being given guidance on how to teach in HE. This has implications for the role of TE as they attempt to offer ideas of the connection with the metaphor of a "strand of pearls" (Craig, You & Oh, 2017, p. 304). They recognised the importance of the role of mentors like passion in speech and ideas on practice. For example in areas like curriculum making, the use of the strand idea by adding a pearl as a way to build ones knowledge base and the grade of pearl as a way forward with advice. In essence, the idea of pearls made easy connections through the various uses as metaphors. This metaphor offers a way

to understand practices in teaching, human growth and the connection with relationships as their mentor was the one offers the pearls to the mentee. Craig (2014) also understood the importance of contextualising what she calls the research puzzle in teacher education. She draws upon her own research to support making connections between narrative inquiries, the continuum past-present-future of human interaction and lived experience, the role of context and vantage points. Craig suggests in 2018 the role of inquiry from vantage points across nations and the connection of context is pertinent in a profession which is "an inquiry-driven field like teaching and teacher education, we may come to know more. However, there will always be 'more to know' and 'more to know about" (p. 331). Key then is to consider all these factors as nations decide on effective models of ITE preparation. Consequently, through this discussion it is clear the role of the TE is paramount with PSTI formation.

Olson and Craig (2009) note the current climate where theory-practice connections are subject to policy guidelines and directions and this has influenced how curriculum is delivered during ITE and the role of the TE is paramount. Teacher Educators can often draw upon their own classroom practice with teaching students (Bullock & Christou, 2009) from the school context and transfer this in to HE. But, there are differences to try to learn and understand such as how to weave theory and practice, dealing with unproductive PSTs and working with other TEs (Bullock & Christou, 2009) raising questions over who supports and guides TE with their own teaching and practices required in a HE institution.

2.6   LITERATURE REVIEW CONCLUSION:

The Literature Review began with an overview of some of the key socio-political contexts in which the pre-service teachers and I were situated. I then examined the literature related to the research in five main areas: a contextual discussion, student engagement; initial teacher education; school professional experience programs and pre-service teacher identity. I offered a global context discussion then moved onto a national discussion of relevant educational trends in Australia. Student engagement, Initial Teacher Education programs, the role of professional experience programs were then outlined. By including key historical experiences and trends and moving onto exemplar ITE programs I aimed to present a holistic understanding of the contextual elements that contribute to preparing PSTs for student engagement. Finally, I outlined teacher identity and pre-service teacher identity development and formation. The main themes highlighted in this literature review reveal several factors that are relevant to understanding how pre-service teachers learn to engage primary school

students during their professional experience program. Understandings of student engagement have often been developed through the lens of psychology and sociology and studies of professional experience tend to be focused on the features that contribute to exemplar programs in ITE. It seems that based on this literature review there is a lack of descriptive information from pre-service teachers themselves about how and what they do to engage students during their professional placements in schools. This study seeks to contribute to this literature by exploring the experiences of pre-service teachers as they learn to engage students when on professional experience. In considering the outcomes of this review it seemed important to choose a methodological approach that would enable the experiences of the pre-service teachers to be considered. In Chapter Three I explain the approach of narrative inquiry which is the methodology I chose to use.

CHAPTER THREE: THEORY AND METHODOLOGY

3.1 Overview

The theory and methodology for exploring pre-service teachers' experiences of engaging primary school students in learning during their professional placements are presented in this chapter. I describe the theoretical framework for the study and the use of narrative inquiry as the methodological approach. I then provide information about the participant group and the research processes that were used.

3.2 Theoretical framework

This research into pre-service teachers' experiences of engaging primary school students in learning during their professional placements is grounded in Dewey's theory of experience. Dewey (1938) explained that experience arises from two principles -- continuity and interaction. Continuity refers to how experiences, both past and present, influence the future; "every experience lives on in further experiences" (Dewey, 1938, p. 27), while interaction refers to an individual's relations with what constitutes the environment at that time. Taken together continuity and interaction form situations. A situation is made up of ordinary, everyday, diverse events and things, such as discussions, people and objects. Dewey (1933) also emphasises that reflection is an important part of understanding experience and suggests that people do not learn from experience but from reflecting on their experiences Dewey defines reflection as the …

"active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (1933, p. 9).

Dewey's (1938) principle of continuity was important for this study because it pointed towards the way that the pre-service teachers' past experiences of engaging their students in learning could be explored and drawn upon to inform future experiences. Continuity also acknowledged the intersection of the professional and personal aspects of the pre-service teachers' lives, such as their family life and childhood when considering experience. In essence, this continuum of experience could be seen as a journey of discovery for thinking about how pre-service teachers engage students in learning.

The principle of interaction (Dewey, 1938) is also relevant for this thesis for it involves the fundamental sense of the role of human relationships in a given situation or context. Dewey (1951) understood the connection between experience and interaction and later in his life described this more as culture, for he wanted to emphasise the social aspect of experience. Examples of interaction in contexts such as my thesis were opportunities for the participants to talk to each other and write about their experiences of engaging primary school students in learning. Dewey noted interaction can be a shared journey where the teacher and student learn in unison with each other, to develop their knowledge (Dewey, 1916).

Dewey's (1938) idea about situation is relevant for this thesis, as it acknowledges that the pre-service teachers are located within diverse professional environments. All primary schools are different. They are located in different suburbs, vary in size and student population and have differing levels of resources. Each pre-service teacher also brings his or her own personal qualities such as age, gender, role as a mother, father, daughter or brother to the research and their work. Situation is also influenced by the broader educational context, such as the political ideology and its impact on communities globally and the role of technology and the impact these trends have on the daily lives of each PST.

Reflection is a core practice for teachers (Dewey, 1933), in particular strategic opportunities to reflect. Recapturing lived experience and critical events was important for this thesis as I sought to understand the connection between learning to engage students in the primary classroom and the role of reflection initially for the PSTs and in time for me as well. Dewey's ideas on active, persistent and careful consideration of experience as evident in belief systems form the basis of core teacher knowledge and raised questions for me on what grounds these are supported (Dewey, 1938, p. 9). Dewey's (1938) ideas related to reflecting on the lived experience are also well suited to the aims of this study, which is to understand how pre-service teachers engage primary school students in learning during their professional placements.

3.3 Experience and the role of the educator

I was drawn to the work of Dewey (1938) because the link between experience and the role of the educator made sense to me. Core to understanding the connection between experience and the teacher is the idea that constructive development relies upon ensuring students are guided through the correct experience to best prepare them for citizenship in a democracy. To guide students Dewey (1938) noted educators must have attitudes that are "actually conducive to continued growth" (p.39) and this is key with his theory of experience. Dewey saw long-term and short-term quality educational experiences matter and the role of educators is to provide experiences, which ideally are immediately valuable and enable the student to better contribute to a democratic society. Dewey advocated that teachers and students should learn together and have an equal voice. The role of teachers for example, was to guide students in a purposeful manner and the teacher creating educative experiences, which are rewarding for the students, makes this possible. This was important for my study because I wanted to ensure that the students benefited from a constructive experience that would be valuable for their role as pre-service teachers as well as providing them with a positive experience of research.

Dewey (1904) also suggested that the role of the educator was to guide, observe and help to foster situations that involve students in problem solving. Ideally when creating problem solving situations the teacher and student should not know the answer and can investigate the problem together as learners. I could see how exploring the pre-service teachers' experience of engaging students in learning was a research process where neither the researcher nor participants had an answer; it was a problem that could be investigated together through narrative inquiry.

3.4 Methodology: Narrative Inquiry

Narrative inquiry (Clandinin & Connelly, 2000; Kooy, 2006) was selected as the methodology for exploring pre-service teachers' experiences of engaging students in learning. Clandinin and Caine (2013, p. 166) state:

> Narrative inquiry is, first and foremost, a way of understanding experience. It is also a research methodology. It is, then, both a view of the phenomena of people's experiences and a methodology for narratively inquiring into experience (Clandinin & Connelly, 2000).

Narrative inquiry offered the opportunity to understand how pre-service teachers engage students in learning during their professional placements by providing a way of helping them to capture and unpack their experiences. Webster and Mertova (2007, p.9) present a compelling

reason to use narrative inquiry when researching teachers' experiences as they suggest it makes it possible to highlight "…attitudes, choices and values [which] can be invisible to us." So, the invisible becomes visible as the research participants discuss their experiences and reflect on their meaning and this is often revealed through story. When teachers discuss their classroom experiences, they frequently use the medium of story (Clandinin & Connelly, 2000; Doecke, Brown & Loughran, 2000; Grumet, 1986; Kooy, 2006). These stories are often about engaging students in learning which was important for this study because as a researcher I sought to facilitate opportunities for the pre-service teachers to reflect upon their practice and also to learn from their experiences. The centrality of story to narrative inquiry is recognised by Clandinin and Caine (2013, p. 166) who comment:

> In studying and understanding experience narratively, researchers recognize the centrality of relationships among participants and researchers studied through, and over, time and in unique places and multilayered contexts. Amidst these relationships, participants tell and live through stories that speak of, and to, their experiences of living. The process of narrative inquiry is composed of engaging with participants in the field, creating field texts and writing both interim and final research texts

Narrative inquiry was used in this research because it involved the pre-service teachers participating in research relationships where they could tell stories, which formed the basis for reflection and opened opportunities for learning and future actions. I chose to investigate with a limited number of participants rather than aiming to create generalisable findings (Babbie, 2015) and focus on generating ideas.

3.5 The role of verisimilitude: access, validity and reliability

At the start of this study, I felt a great deal of confusion. A quantitative researcher told me my ideas about conducting the research were wrong. I think in hindsight they were wrong for they had a limited understanding of research beyond clinical approaches, which relied heavily on data and the paradigm of quantitative research. However, I continued with my reading, as intuitively I believed researching teachers' experiences was the best approach for this study. I read further and discovered this very issue has been an ongoing debate, for Mischler (1995) wrote narrative researchers often felt like "outsiders in their department of psychology or sociology or whatever" (p.641). I was aware good research involves notions like reliability and validity, that are tools of positivist epistemology, was easily explained in quantitative research (Golafshnai, 2003), yet, not so in qualitative, narrative inquiry.

Connelly and Clandinin (1990) provided valuable guidance with regard to the integrity of my research. Connelly and Clandinin became the theorists I began to keep reading over the years. They pioneered narrative inquiry research in education and their connection between reflection and multilayered research rang true to me (Connelly & Clandinin, 1990). I often thought over the years on their use of the word integrity, for I value this is one of my core values and I stand by my word and the students I teach. Clandinin and Connelly (2000) wrote on embedded values, moralities and the connection with integrity, and the importance of reflection (Clandinin, 2007). The ontology is about truth and understanding in a three dimensions manner where together interaction, continuity and situation form integrity (Clandinin, 2006). One of my favourite quotes which Clandinin and Connelly drew upon over the years is Bruner said "Telling stories is an astonishing thing" (Clandinin, 2006, p.44).

If I was to use narrative inquiry I was required to rethink ideas like reliability and validity (Webster & Mertova, 2007) and the use of measuring instruments. Kirk and Miller (1986) noted that quantitative researchers attempt to understand the world through reliable observations namely 'measurement', 'common categories' and 'stability'. I knew intuitively story-telling was a powerful mode for communicating lived experience (Dewey, 1938) and it became evident to me as noted by Huberman (1995) that ideas like access, honesty, verisimilitude, authenticity, familiarity, transferability and economy are key with qualitative research.

Access involves the contact with the participants and involves considering ideas like cultural context and the process to construct knowledge between the researcher (myself) and the participants of the study (pre-service teachers). As such ideas like taking time to explain events are pertinent (Connelly & Clandinin, 1990) to truly understand human experience (Carr, 1986) hence this study was conducted over a two-year period. The place or setting is pertinent as well for the unfolding events.

In reliability the focus is repeatability, internal consistency and searching for patterns and emergent themes (Lawrence-Lightfoot & Hoffmann Davis, 1997). These are key with narrative inquiry… "emergent themes reflect the portrait's first efforts to bring interpretive insight, analytic scrutiny, and aesthetic order to the collection of data" (Lawrence-Lightfoot & Hoffmann Davis, 1997, p. 185). These emergent themes become a generative process, which means there are notable intersections and repeated themes across all participants' narratives throughout. In this case portraits offered a framework for understanding the participants' experiences, which will be discussed in more detail later in this chapter.

In regards to validity, this has its roots in positivist epistemology and universal laws and can be described as truly measuring what was intended to be measured. Authenticity, reliability

and trustworthiness are offered by narrative inquiry. Loh (2013) suggests the criterion verisimilitude is the appearance of being true or real and is a way to check quality. Eventually, I understood narrative inquiry was an appropriate approach for this research, in particular because of Webster and Mertova's (2007) three core concepts. They suggest that firstly the data must resonate with the researcher and in my case it did. Secondly, a high level of plausibility is required, and thirdly, results are truthful and explicit, which became evident as four core threads emerged across all six participants' narratives from this thesis. Consequently, I decided to pursue this methodology because its strengths resonated with my own experiences as a teacher.

3.6 Narrative and Story

Doecke, Brown and Loughran (2000) comment that a story is traditionally seen as something that has a beginning, middle and end but they suggest that within the teaching context this view of story is not always the case. Teachers' stories from the classroom are more often snippets or phrases structured so that they can make sense of their experiences (Ambler, 2015). Story is intrinsic to narrative (Elbaz-Luwisch, 2013) and teachers frequently express their experiences of teaching in a storied form, which typically target individual teachers' own personal understandings in a given context (Elbaz-Luwisch, 2013). For this reason, it was important for story to be part of this research. Clandinin and Connelly (1986, p.12) highlight the importance of personal storytelling within the field of teacher education, they explain:

> We need to listen closely to teachers and other learners and to the stories of their
> lives in and out of classrooms. We also need to tell our own stories as we live our
> own collaborative researcher/teacher lives.

Narrative inquiry has a long history in intellectual and educational experience (Connelly & Clandinin, 1990) and research and it offers a way to understand humans, because by nature we are storytelling organisms, and we lead storied lives (Dewey, 1938). I am aware from my readings this is a cross discipline approach and it has been utilised by Reissman (2007) from nursing and psychology, Labov (1972) in linguistics and Polkinghorne (1989) in psychotherapy. In particular, I could see across the disciplines the connection with sociological concerns, and the role of groups and community made this approach to conducting this research appealing for me as a novice researcher. Connelly and Clandinin's (1990) ideas were attractive to me as they offered ideas on the connection between the researcher and participants as a way to "tell stories of the research relationship" (p.4) and the possibility to instil empowerment which I know I had struggled with as a teacher myself and this was evident in my pre-service education. To empower requires 'connectedness' and it takes time to develop this (Hogan, 1988). Connelly and

Clandinin (1990) noted story emerges from everyday events and the actions we take in response and story was a powerful way to describe critical events.

Clandinin and Connelly (2000) suggest personal story telling within teacher education is a powerful tool, which helps to form a three-dimensional narrative inquiry space involving the personal, the social and places. They argue, "The community is experienced as infusing the school and the school as infusing the community" (p.67). This of course has many layered possibilities in the inquiry space. They also argue that field experience requires constant negotiation between the researcher-participant to ensure a story emerges, by explaining to others and by working with participants in the classroom and their everyday life. Pinnegar and Daynes (2013, p. 6) also acknowledge the relevance of story for teachers, as experiences of their work are frequently discussed and expressed in "lived and told stories." Crites (1971) also notes, "In order to be told, a story must be set within a world." (p.296) and in this study the world is the classroom. Clandinin and Connelly (2000) describe the value of personal story telling within teacher education. Teaching is about lived experiences in daily lives. In narrative inquiry the focus is on the individual, and the research design involves the telling of stories from personal experience, the process involves studying a small selection of participants and the data collection relies on discussions or interviews. The analysis means looking for core themes across participants' narratives and the final written report becomes stories of individual lived lives. These descriptions of narrative inquiry resonated with me and as such I decided to make story my core focus, and this was achieved through making a connection with critical events. In my study I came to understand the concept of threads as advocated by Clandinin and Huber (2007) and others like Bell (2002, 2003) who drew on threads for education. I also read Haydon, Browne and van der Riet (2018) and how they drew on threads to inform ideas in nursing. I most identify with a mix of nursing and teaching. Threads as described by Caine, Steeves, Clandinin, Estefan, Huber and Murphy (2018) are a way to connect the research puzzle and foster a deeper understanding of lived experience beyond simplistic landscapes. I felt a genuine sense of interest, curiosity and a desire to be respectful and give PSTs an opportunity to speak freely in their own words. In my reading during this time I realised other researchers before me like Ellis (1994) who researched PSTs and the connection between professional experience (practicum) through narrative inquiry and portraits also felt this way

3.7 Story: Critical Events

Webster and Mertova (2007) describe a critical event as when "…a story reveals a change of understanding or worldview by the storyteller" (p. 73). Taking on a critical event approach with this study was a way for the researcher and participants to understand the emerging stories over time. Core with a critical event is it offers a way to understand how

participants can change their perspective on ideas like current and future practice in a given profession (Webster & Mertova, 2007). This change can only be identified afterwards and it is often impossible to predict or plan to observe. Critical events are characterised by challenges, experienced when events occurred, and changes that were implemented in response. In time "…the mind refines and discards unnecessary detail and retains those elements that have been of changing and lasting value" (Webster & Mertova, 2007, p. 74). Critical events can be positive and negative. Measor, Ball, Goodson, and Measor (1985) outline three types of critical events related to the teaching profession - extrinsic, intrinsic and personal phases or critical events. For the purpose of this study each phase will be considered. The extrinsic phase describes over-arching themes in one's life from a historical or political frame of reference, such as world trends influencing political events like the rise of globalisation and a political ideology known as neo-liberalism and the role of technology. The intrinsic phase offers ideas on teaching itself from the viewpoint of the PST themselves. It is about self and how one sees the place in life in response to experience. With the intrinsic phase I will consider- entering teaching and first teaching practice. The third phase involves personal factors, which is titled the personal phase, and this is external events specific to an individual, which may be historical like family events and relationships that are not from ITE.

Table 5

Types of critical events

Extrinsic	**Critical events can be produced by historical and political events**
Intrinsic	1. **Entering teaching**
	2. **First teaching practice**
	3. First 18 months
	4. Three years
	5. Mid-career moves and promotion
	6. Pre-retirement
Personal	**Critical events can be family events, illness etc.**

A critical event always involves changes of some kind. According to Fay (2000) this change involves some sort of conflict with one's beliefs and this experience promotes the development of a critical event as the narrator or storyteller tries to come to terms with a change in their view of the world they now know. In this study I chose to consider 'critical events' (Webster & Mertova, 2007) as described by pre-service teachers' with their lived experiences of engaging students in learning. Each participant identified personal critical events whilst on professional

experience programs. The conversations offered had many layers affording me an opportunity to navigate beyond the first telling (Holstein & Gubrium, 2012).

Critical events can be described as generative and with narrative inquiry this is the power to reproduce trends, threads (Clandinin, Lessard & Caine, 2012) or themes across stories told (Johnson & Christenson, 2008). Basic research aims to generate fundamental understandings regardless of the design of study. Research projects like this thesis explore issues mostly within schools and learning communities (Lewin, 1946). The principle of evidence in this thesis is establishing threads (Bell, 2002) or themes across each participants' narratives. This involves careful observation, listening and the use in this case of indicative topics with the aim to establish replication across individual narratives as the "principle of evidence" (Johnson & Christenson, 2008, p. 23).

3.8 RESEARCH PROCESSES

3.8.1 Ethics Approval

Ethics approval (Ref: 5201100820) was gained before commencing the study from the University Ethics Review Committee (Human Research). Confidentiality was strictly adhered to and each participant was given a pseudonym when reporting the in-depth one-on-one conversations and focus group discussions. Participants were also informed that their privacy was protected, and no individual would be identified in any presentation or publication stemming from the research. Participants were also informed they could withdraw from the study at any point with no explanation or consequence. Each participant was given a consent form to read and sign, in line with the guidelines of the Ethics Committee.

3.8.2 Participants

The participants involved in this study were undertaking a pre-service teacher education program. The university they attended is located in the suburbs of Sydney and caters for students who have completed their final year of secondary education, as well as mature aged students. There are two-degree pathways, a four-year undergraduate program and a two-year graduate entry program leading to a primary teaching qualification for schooling covering 5 to 12 years age range and grades Kindergarten to Year 6 (See table below).

The first year of professional experience in the 4-year program included 15 days where students had an opportunity to teach 15 lessons. The second year involved the completion of 55 days where 60 lessons were taught. In the second year the lessons taught included 15 for English and 15 for Mathematics, 5 for each other Key Learning Areas (KLA) and the remaining balance of 10 lessons could be for any chosen KLA. Each professional experience program ideally offers an experience at a different stage/grade. During the final year of professional experience, a

supervising teacher educator from the university visited the pre-service teacher whilst on placement.

All the participants in this study were undertaking the four-year undergraduate program leading to a Bachelor of Education (Primary) qualification, and they were recruited into the research through announcements that were made during lectures where the researcher was not teaching. Then the technique known as snowballing was used to recruit more participants (Johnson & Christenson, 2004). Snowballing is a process where each research participant is asked to identify other potential research participants. There were originally fifteen participants but only six were chosen for the PhD thesis, as there was so much rich data. The age range of participants was from twenty to twenty-eight and there were two males and four females. Below is a table of demographic information for each participant in the study:

Table 6

Stages at school and expected chronological age

Stage of compulsory formal schooling for NSW, Australia	Approximate age of compulsory formal schooling for NSW, Australia
INFANTS- JUNIOR PRIMARY (ELEMENTARY)	INFANTS-JUNIOR PRIMARY (ELEMENTARY)
Early Stage One (Kindergarten) One year of the formal school year	Five and six
Stage One (Years one and two) Two years of the formal school	Year One- six and seven Year Two- seven and eight
PRIMARY- SENIOR PRIMARY (ELEMENTARY)	PRIMARY- SENIOR PRIMARY (ELEMENTARY)
Stage Two (Years three and four) Two years of the formal school	Year Three- eight and nine Year Four- nine and ten
Stage Three (Years five and six) Two years of the formal school	Year Five- ten-eleven Year Six- eleven-twelve

Table 7

Details of participants selected

Pseudonym	Age	Gender	Placements
Tony	22-24	Male	Early Stage One-Kindergarten Stage Two- Year Four Sydney metropolitan Regional
Melissa	20-22	Female	Stage One- Sydney metropolitan Stage One- Years Two/Three Sydney metropolitan
Anna	22	Female	Stage Three- Sydney metropolitan

Grace	20-22	Female	Stage Three- Year Five/Six Stage One- Year Two in Sydney metropolitan
Roy	26-28	Male	Stage One- Year Two- Sydney metropolitan Early Stage One- Kindergarten Sydney metropolitan
Laura	20-22	Female	Early Stage One- Kindergarten- Sydney metropolitan Stage Two- Year Four Sydney metropolitan

3.8.3 Methods

3.8.4 In-depth Focus Group Conversations, Questionnaires and Field Texts

The methods chosen for this study were focus groups involving in-depth conversations and questionnaires as field texts. Across a period of two years a small group of the same six pre-service teachers (Tony, Melissa, Anna, Grace, Roy and Laura) volunteered to participate in three in-depth conversations and complete a short questionnaire at the end of their professional experience programs. We met formally three times during the study in small groups. However, I also spoke with the participants informally at different points across their course and kept field notes of these conversations. We discussed at length ideas on engagement. We also corresponded via email. I remember looking at my emails one day and I could see a comprehensive level of discussions back and forth with ideas on engagement, crafting scholarship recommendations, references and supporting the development of the Educational Student Society which was led by Grace.

3.8.5 Demographic questionnaires

The demographic questionnaires were identical for all participants and they were handed out prior to the first conversation, as a one off. I designed them to obtain demographic information and this included admission to degree, length of degree, age, gender, Grade Point Average (GPA) and professional experience opportunities. Other information I sought was background information including participants' views on engagement and how they experienced engagement as a child at school or at home.

3.8.6 Focus Groups and in-depth conversations

The focus groups were organised to be in an informal space to support participants to freely and openly share stories from their professional placement experiences. Puchta and Potter (2004) note that on the surface this approach may look easy and simple but, "Just like formality, informality often has to be worked at" (p. 25). Measures I took to help support an atmosphere of informality included offering tea, coffee and home-made rocky road, which was finished within five minutes of the discussion commencing for each group. Other subtle ways I chose to support

this informality was the use of indicative topics to promote the flow of a natural conversation within the group. Conversations were designed so that "…ordinary, relaxed and friendly chat"(Puchta & Potter, 2004, p. 33) could occur that fostered honest, open dialogue. This informal approach was designed to develop and enhance the research relationships and to give the participants an opportunity to tell and relive their own stories as they saw them, which is common in areas like teaching and nursing (Clandinin & Connelly, 2000; Reissmann, 2008). The focus group conversations were scheduled to last 45 minutes, but each lasted for at least one hour, often much longer, and often it was me as the researcher who had to wrap up the conversations. The group conversation utilised open-ended indicative topics and they were audio recorded. The researcher took other field texts in the form of notes. After the focus groups participants engaged in some one-on-one conversations and these were also audio recorded with field notes taken by the researcher.

I developed indicative topics for the focus groups with the explicit intention of encouraging the participants to discuss their own experiences and share stories amongst themselves, with the purpose of understanding more about how pre-service teachers engage students in learning during professional experience. Social learning systems are of particular importance to this study and have always interested me as someone who enjoys history and connecting with people. Wenger (2000) proposed a theory designed to support social workplace learning systems known as Communities of Practice. According to Wenger (2000) capturing these types of modes of belonging are key to the success with communities of practice. He suggests that doing and talking about things together and exploring possibilities is not a one-way process. Instead, processes of mutuality and care are core if practice is to succeed (Wenger, McDermott, & Snyder, 2002). This approach was utilised by me during the focus groups to deliberately foster participation and to encourage the pre-service teachers to share ideas, as the discussion was a process of mutuality between all the participants and the researcher. The focus groups explored indicative topics, which included:

1. Can you explain engagement

2. Think of your professional experience opportunities. Name the school, stage and lesson for:

   A.) Discuss engagement

   ➤ Can you give examples during professional experience opportunities when you knew a child was engaged?

   ➤ How did this make you feel?

- ➢ Did you do anything about this?

- ➢ Have you thought of this experience since the professional experience program finished?

  B.) Discuss disengagement

- ➢ Can you give examples during professional experience opportunities when you knew a child was not engaged?

- ➢ Elaborate on why this may have happened

- ➢ How did this make you feel?

- ➢ Did you do anything about it?

- ➢ Have you thought about this experience since the professional experience has finished?

3. Life experience:

What experiences in your life helped you identify engagement? (e.g. your own experiences at school, university on campus programs, school professional experience programs)

4. Would you like to add anything else?

3.8.7 Field Texts

The use of field texts in this study involved the transcribed interviews and the field notes written during the focus groups and in the course of reflection throughout the entire research voyage. This journaling technique became an invaluable indispensable tool. It facilitated such measures as providing memory triggers; it could occur as an idea came to mind and facilitated the construction and elaboration of conceptual maps. Therefore, field notes became a core feature for they facilitated and assisted me to develop understandings of how pre-service teachers engage students in learning (Glaser & Strauss, 1967). These field notes offered opportunities for me as the researcher to reflect and make my own notes on my thoughts with reflection as we shared this research journey together. I also made my own diary as the study progressed. In particular, I constructed my own personal journal by using an online source. Commencing in 2018 I felt I was ready to finally offer deeper reflection. Up until this point I had recorded scribbled notes on paper which kept getting misplaced. I decided I wanted to improve my technological skills and made use of the term 'ubiquitous learning' (Cope & Kalzantzis, 2008;

2018). Burbules (2008) describes this type of learning as, "anytime, anywhere" (p. 15). My multi-modal diary includes photos and/or videos take at a given time-it can operate 24/7. I decided to make a title page each day and post from there. These posts were a mix of photos (sometimes displayed using Pic Collage), self-recorded videos, GIFs, songs from you-tube, and other apps like Pinterest for the use of memes. This multi-media journal acted as memory triggers for me. As I often walked around campus I took photos and uploaded them online through a social media platform recording just my thoughts. I never discussed the participants or the specifics of the data. Just my daily journey. It became for me my own 21st century post it notes. I generally made use of my hand-held device my mobile phone to record my journey such as visiting the library (Burbules, 2008). These became memory triggers for my writing in 2018 and were very useful for helping me to put my ideas into chronological order. As an employee of the university I made sure I followed policy with the use of social media. I invented a character called Quack Spade (QS) who became known as a researcher-teacher, talker, joker and one who wanted to share love, hope and happiness with the community of family and friends.

3.8.8 Narrative Analysis

The focus group conversations were recorded utilising a digital audio recorder and for the purpose of analysis a professional transcription company transcribed the audio files. I listened to the audio recordings and read then re-read the transcripts (Kooy, 2006) to identify critical events that revealed how pre-service teachers worked to engage students in learning. The critical events were tagged and then segmented (Johnson & Christenson, 2008) and this fostered the division of text into meaningful analytical units across the transcripts for each participant. This resulted in individual portraits for each participant in the study. The critical events (Webster & Mertova, 2007) were determined by the pre-service teachers themselves. During conversations, they would often 'build up' by stating words like- "I trust you guys". Then share something personal. It was often about the intrinsic or personal events as identified by the participants themselves and were categorised according to three types of critical events as outlined by Measor, Ball, Goodson and Measor (1985). The extrinsic critical event types required deeper analysis from myself to look for key words and to make a connection with the literature review, such as approaches to teaching like autocratic, authoritarian, scholar and communities of practice. The transcripts were segmented and are presented in this study (Chapter Four-Data) through the use of exact quotes (Reissmann, 2008) and vignettes. The primary intention was to discuss excerpts from the focus groups that were responses to what was said and to intersperse them throughout the portrait. In this approach I sought to work with vignettes "… working with a single text at a time, isolating and ordering relevant episodes into a biographical account" (Reissmann, 2008, p. 57). For the purpose of this study these are called portraits.

In the next stage of analysis all the portraits were reviewed, and this involved marking segments of data into narrative resonating threads (Clandinin, Lessard & Caine, 2012). This required me to read this several times over a long period. I cut each transcript in to strips to look for patterns, I went through each transcript looking for common words, made a table of threads which I shared with my PhD team over the years. I used highlighter pens with different colours and made many annotations. The use of colour paper worked best in the end once I established the four core threads. I made templates from colour coding paper and laid all the transcripts on the floor in my office. This offered a way forward to identify the core four threads and in the end was the most expedient manner. The narrative threads (Bell, 2003) were designed to help keep the sense of "the experiential whole" (Clandinin & Connelly, 1989, p. 6) of the participants' experience, as threads found to "resonate across the narrative accounts" (Clandinin, Lessar & Caine, 2012, p. 14) of each participant in the study.

3.8.9 Narrative Portraits

In this study, I was particularly interested in exploring pre-service teachers' experiences of engaging primary school students in learning during their professional experience program. I sought to understand their experiences by talking to the pre-service teachers in one-on-one conversational interviews and small group discussions. As mentioned previously in this thesis during the phases of data collection I also made my own field notes about what I noticed and remembered about the pre-service teachers as they participated in the research conversations. I brought all the narratives from the data collection together and as outlined in the data analysis section I read and re-read through the transcripts and notes I had taken. It was in the process of reading and re-reading I realised that each pre-service teacher brought interesting insights into how *they* had worked to engage their students in learning. It was this awareness that caused me to think about honouring and learning from the, "specific educational experiences" (Anderson, 2011, p. 13) of each participant in the study. This led me to the literature on educational portraits put forward by Lawrence-Lightfoot and Hoffmann Davis (1997) and I began to visualise in my mind the idea that each participant offered holistic stories of their teaching experiences from, specific schools and classrooms.

Narrative portraits provided a means to engage creatively and holistically with the research participants who were involved in the study. The process involved creating a whole picture, of each pre-service teacher, like piecing together a tapestry. Lawrence-Lightfoot and Hoffmann Davis (1997) offered me insight into the connection between portraiture and narrative inquiry through ideas like framing the terrain, and relationships In their work Lawrence-Lightfoot and Hoffmann Davis, suggest that portraiture has four elements, "context, voice, relationships, and emergent themes, offering descriptions of their contours, purpose and

expression in the field and in the text" (p. 243) and I used these elements to guide the development of each portrait. I recognised that the unique context in which, each pre-service teacher was 'situated' was evident in their narratives, their individual voice could be heard and my relationship with each pre-service teacher was present in our conversations. Across each portrait I could also see narrative threads emerging that offered broader understandings about student engagement. This experience enabled me to see that narrative inquiry and portraiture could be conceptualised as stand-alone approaches within educational research but they could also come together to help educators think about how pre-service teachers engage students in learning.

I was able to visualise in my mind the notion of a tapestry forming, and the idea of the most valuable outcome of research according to Lawrence-Lightfoot and Hoffmann Davis (1997) of forming canvases and collages. Lawrence- Lightfoot herself connected with ideas of benefiting 'mankind through social sciences' and science, and Hoffman Davis said she felt a strong connection with children's humanities like at-risk youth (Lawrence-Lightfoot & Hoffman Davis, 1997). Both core values offered by each author aligned with my own value system as a former registered nurse, primary school classroom teacher, teacher educator, mother and friend. We all had a connection with what Picasso once said, "You learn the rules so that one day you can have the freedom to break them" (Lawrence-Lightfoot and Hoffmann Davis 1997, p. 262). On a personal note this approach excited me as it tapped in to my creative way of thinking and looking at life, which some people have not understood in my past and even today. There is little doubt portraiture blurs "…the boundaries of aesthetics and empiricism in an effort to capture the complexity, dynamic and subtlety of human experience and organizational life" (Lawrence-Lightfoot & Hoffmann Davis, 1997, p.xv). These ideas again reminded me of Dewey (1938) and his 'theory of experience' and the connection with doing, fostering adaptation through lived experience, such as through the five senses and art. With portraiture there is no part of research that goes untouched by some aspect of the researcher's voice (Chapman, 2005). Lawrence-Lightfoot & Hoffmann Davis (1997, p.103) comment:

> With voice in dialogue the portraitist places herself in the middle of the action (in the field and in the text). She feels the symmetry of voice - hers and the actor's - as they both express their views and together define meaning-making.

With the support of my supervisory team I crafted six portraits. In the narratives created by each of the pre-service teachers I noted there were critical events (Webster & Mertova, 2007) that occurred during their professional experience programs and these contributed to their understandings about how to engage students in learning, and pieced together they offered a way to create individual portraits. I chose to include verbatim narratives from the data I collected for

each participant's portrait so their voice was present. "The identity, character, and history of the researcher, are critical to the manner of listening, selecting, interpreting, and composing the story" (Lawrence-Lightfoot and Hoffmann Davis, 1997, p. 13), so I used my field notes and observations about each of the pre-service teachers and my relationship with them and this also helped to shape the portraits. This was not always an easy process for me as there was so much I wanted to write and maintaining the presence of the individual pre-service teachers' narratives interacting with my own voice was a difficult balance in the analytical process. I was also concerned when developing the narrative threads across the portraits to reveal insights and where possible to maintain individual qualities. This idea strongly aligns with Clandinin and Caine's (2013, p.168) view that narrative inquiry is a relational approach to research:

> Not only is the relational space between researchers and participants integral to understanding the composition or co-composition of field texts and research texts, but relationships are a central way of making sense of the temporal and contextual aspects of narrative inquiry.

From this perspective the approach influenced my own thinking on pedagogy. Indeed, this opportunity fostered in me as a highly experienced teacher, to listen to the stories told by pre-service teachers, which then had a flow on effect and helped support my own reflection upon my own pedagogy, and approaches to support pre-service teachers become more engaged during their time in class at university. It became possible to consider new ways forward to inform models of professional experience targeting engaging students.

The idea of combing narrative inquiry and narrative portraiture which became the core feature of this study led me to ponder on how this thesis study can offer a unique contribution. This thesis gives voice to the preservice teachers using their own narratives about their professional experiences, which is rarely offered in the research literature. I note other researchers have used this approach as well like Golstein and Wright (2013) who saw the potential connections between narrative inquiry and portraiture in areas like design they call 'digital crafting'. This thesis provides a rich tapestry of individual 'insider' voices and experiences within a field that is highly regulated, visible and critiqued from the outside.

3.8.10 Summary

This chapter has outlined a core idea put forward by Dewey (1938) - 'theory of experience' and the connection between Dewey's ideas on reflection (1916) and pedagogical praxis. Dewey's notions of lived experience and the importance of pre-service teachers offering and being afforded correct experience, became a powerful idea underpinning this thesis. The methodology provided a detailed description of the research participants, the research processes and the approach to narrative analysis that were used this study. The analysis of the data will be discussed in the following chapter of the findings.

CHAPTER FOUR: NARRATIVE PORTRAITS

PORTRAITS OF PRE-SERVICE TEACHERS AND THEIR EXPERIENCES ENGAGING STUDENTS IN LEARNING: TONY, MELISSA, ANNA, GRACE, ROY AND LAURA

4.1 Introduction

The aim of this study was to understand pre-service teachers' experiences of engaging primary school students in learning during their professional placement. In the following chapter I present the narratives that emerged from conversations with the pre-service teachers, where they talked about their experiences of engaging students in learning. In particular, the idea of 'critical events' was used to guide the conversations (Webster & Mertova, 2007). A critical event involves a challenge when an 'event' occurs and the ensuing response: in this case, what the pre-service teachers did in response to critical events during professional experience regarding student engagement. For the study, there were six student participants and each offered their own experience and journey over an eighteen-month period to graduation from their four year teaching degree.

The narratives for each participant are presented in this chapter as individual portraits. As explained in the methodology chapter, a portrait works to create a whole picture of the participants, highlighting the complexities of the human experience. The portraits have been written in an order; Tony and Melissa came from the same cohort of students and commenced participating in the study when they were in the fourth year of their study and graduated in the same year. Anna was in the last weeks of her four-year degree and Grace, Roy and Laura were in the third year of their PST coursework study, which was their first year of being given the opportunity to participate in a professional experience program.

The first portrait presents Tony's narrative. Tony was aged twenty-two when we first met. He had transferred from a business course degree to primary teaching. Tony told stories about his experiences from two very different schools. One in the Sydney metropolitan region and one in the country area of NSW near the snow fields teaching students in Kindergarten and Year Four, also known as Early Stage One and Stage Two.

For Tony, the idea of enjoyment was in the forefront of his mind when thinking of success in the classroom and engagement. As he explained, he realised developing his own style or voice in his classroom was key to his success with the teaching and learning cycle. In fact, Tony came to this conclusion in response to a dis-engaging of the student experience and his reflection upon this critical event. At another level, Tony could recognise that modelling

relationships and school policies and procedures ultimately influence success with engagement in the primary classroom. By the end of his conversations with me, Tony indicated that key for his learning was the enjoyment he took from success in engaging students in the classroom.

Melissa is the participant in the second portrait. She was aged twenty to twenty-two during our journey together. She described her experiences from professional experience programs in the Sydney metropolitan region teaching students in Years Two and Three. Through Melissa's portrait we can see she capitalised upon reflection throughout her entire journey. Through her reflections, she realised that she valued 'creative' ideas to engage students. For example, she began a Science lesson with a hook by placing a dry tissue into a glass with water and then pulled it out dry. Most students could not tell why the tissue did not get wet and many gasped with excitement. Melissa also discussed lessons where she felt students were not engaged, as she expected to work beyond their current level of thinking. She realised that academically strong students could also struggle in the classroom if faced with a learning area (subject) they are not confident in such as visual arts. At the end of our conversations, Melissa realised that, given time, we all develop our strategies and resources. For Melissa, this meant that time on her placement afforded her the opportunity to build up her professional library and a bank of ideas she could utilise in the future, to ensure success with engagement in the primary classroom.

In the third portrait Anna's narrative is presented. Anna was twenty-two when we met and she chose to describe her journey with students on Stage Three (Years Five and Six). In particular, she shared her journey with an integrated lesson on Visual Arts and Mathematics, and Human Sciences and Environmental Studies (HSIE). Anna's discussion revealed that she was prepared to modify her approaches with pedagogy to achieve success with engagement. She was also able to make a connection that success during professional experiences opportunities may lead to securing an opportunity with employment post graduating from university.

The fourth portrait is Grace and she was aged twenty to twenty-two during the journey of this study. She discussed her experiences teaching Stage Three (Years Five and Six) and Stage One (Year Two) in western Sydney schools. Grace valued being able to bring in her own interests to the classroom, namely cooking, to gain student attention and engagement. For Grace this was really about ensuring learning experiences offer a 'spark' to ignite interest, and as a result lead to engagement in the classroom. She was also very aware that she could make an impact in the classroom and use this to gain the attention of the school community, in-particular the principal. In addition, Grace was able to reflect upon lessons in the classroom which did not succeed in engaging students, such as pitching challenging concepts which were beyond the

current level of thinking for most students. So, upon reflection, Grace was able to make a connection between success with engagement and setting learning experiences which were challenging, but not beyond the level of understanding for the students she taught.

Roy is presented in the fifth portrait, and he was aged 26-28 when we met for our journey discussing engagement. Stage One (Year Two) and Early Stage One (Kindergarten) were the focus of Roy's discussion. Roy was able to make a connection between his own journey with learning to read and the notion of role models, and how he could see this could be reflected in the classroom. He valued the positive relationships between teachers and students as key to success in the classroom. Roy was able to make a connection between the uses of technology in a strategic manner to support student engagement in learning. At another level, Roy was able to reflect upon the notion of 'playing the game' to ensure he succeeded in the classroom. For him playing the game involved behaving and teaching in a manner the co-operating teacher expected. But, he knew in time he would be able to play the game his way. Finally, Roy understood that the connection between learning theory during his university studies and learning during professional experience was key to him practicing successfully in the classroom.

Laura is the sixth portrait and she was aged 20 to 22 during the study. Laura chose to discuss experiences from northern beaches schools teaching students in Early Stage One (Kindergarten) and Stage Two (Year Four). She realised the importance of successfully preparing and using resources in the classroom during lessons as outlined in her experience with pasta and designing pasta necklaces. In addition, Laura understood that moving lessons outside the classroom, for example, excursions, had the potential to be a very powerful type of resource to engage students. Her success towards one student inspired Laura to reflect deeply upon her journey with becoming a teacher who succeeded with engagement.

To follow are the very personal journeys experienced by six the pre-service primary school teachers.

4.2 Portrait of Tony

Tony originally studied a Bachelor of Business, but after deferring for a year he decided to return to university to study primary school teaching, which he explained was his original plan. In the following portrait, Tony describes two different professional experience opportunities. One in the inner city at a public school on Early Stage One (Kindergarten) and the other in an exclusive private school near the snow-fields of NSW on Stage Two (Year Four). During our discussions, Tony came across as a passionate pre-service teacher who desired to inspire the students he taught. I had not met Tony before our discussions on engagement, but I

could see he was very committed with learning to be an effective teacher. He expressed a sense of sincerity to care for the welfare of the students who he taught, and explained he liked to make learning fun, and memorable. Tony's childhood experiences at primary school were positive, and he noted the teachers made learning fun and as such he wanted to achieve the same when he taught. When he was asked an indicative topic –"what engagement meant to him" he responded:

> I did my prac with an early Stage One class at Stanley Primary. And this question brought to mind just an activity that I used to start off a maths lesson where I had the students stand in a circle facing me, I was in the middle, and we were just counting up. And … because I was able to see their faces as I went around the circle pointing to them, where they had to say the next number, I could tell that they were really engaged because of the anticipation, they felt like they had a role to play in that situation. So I just thought that was a good way to tell that they were engaged because, yeah, their facial expressions and my master teacher also told me afterwards that it was a good activity.

In observing the students Tony watched for clues that helped him to understand if his students were engaged with their learning. Anticipation on his students' faces was pinnacle for Tony when teaching. He noted this sense of anticipation was evident as he watched the students listen to others calling out different numbers. And this was a two-way process; the students could also observe their teacher and watch as he pointed at them, bringing them into the circle and encouraging them to count. The theme of letting go of inhibition emerged strongly throughout Tony's narrative. This concept resonated with him from his first professional experience opportunity when he realised engagement was more than just 'fun'. This realisation transformed his approaches with learning designed to foster engagement. Each time Tony and I met he came dressed formally, and I imagined myself he had in mind what he could do to present a professional manner in terms of dress code and behaviour, which was designed to foster engagement. Eventually Tony discovered the key was to become more relaxed in his manner whilst still dressing formally.

When I asked Tony how the experience of letting go and succeeding with engagement in the classroom made him feel, and if he had thought about it since that time he said:

> Oh, it made me feel like I was actually doing the job I'm supposed to do, like I was really teaching. Yeah. So, like these guys have said, happy and that sort of thing. Yeah. Because you always are thinking of how you can not necessarily recreate it but apply that to different lessons and different contexts for the kids. How you can engage them in other ways as well. So just to apply those principles to different things.

Discussion throughout the timeframe we met revealed Tony has developed his understanding of what he thinks his job will be one day, which is to engage students in learning. He was aware success with engagement in the classroom made him feel a sense of self-satisfaction, which he described as happiness. In addition, he could appreciate he had a desire to recreate this, and apply his learning with different lessons in a variety on contexts, and the application of key principles designed to foster success with engagement in the classroom.

The discussion then moved onto disengagement and critical experiences with this phenomenon. Tony went on to describe one example of engaging students in learning, which had a real impact upon his approach to teaching:

> Yeah. So still in my third year of uni with the same early Stage 1 class. It was when I first started my prac and I was reading a picture book to them. I was still sort of getting comfortable. It was my first time in a classroom since I was in primary school, so I was still getting comfortable with being in there and I was, you know, reading the picture book to them. They were all sitting in front of me. I was very proper about it … not proper, but almost formal about it and I could just tell that I wasn't … they weren't really engaged because they were looking around, they were talking to each other. So I was still … you know how everyone talks about finding your voice, so that's …

Tony had an 'ah-ha' moment or a critical event where he said to himself through reflection; what is going on here and what can I do? It was at this point when he attempted approaches with a reading lesson, where he envisaged being formal would meet the needs of the students in terms of getting them to listen and learn. Finding your 'voice' was a key concept Tony indicated that he had taken from his university studies. He thought this meant he was to act formally, as this was more professional, and by being more professional he expected the students would naturally become engaged. But very early in to the lesson Tony realised what he expected to come to fruition and what happened were two very different things, and he felt engagement suffered due to his formal approaches with teaching. He commented:

> From … a lot of the lecturers at uni are talking about it. But also my master teacher, which I was surprised, said that you really need to start using your voice. And I guess I almost felt like I was intruding, being there as a prac teacher. But once you get comfortable with the kids and the classroom you do feel more comfortable with using your voice.

Tony discussed lessons learnt at university during our final meeting, and his reflection on his journey with what he thought would naturally translate in the classroom and lead to engagement, from reflection undertaken during lectures and tutorials. Interestingly, Tony discovered when he acted formally he felt like an intruder, someone who did not belong for he was a 'prac teacher'

and his approach with teaching did not support learning as he anticipated. Tony was very aware in fact, becoming comfortable with students was key and he could connect the idea of using his voice to make things more comfortable for everyone. I was so intrigued myself I asked in response to Tony's insightful discussion how this experience made him feel:

> Oh, it made me feel a bit the opposite, like you felt like you weren't sort of doing your job and you had to do something different. So that's when my master teacher Mrs Green called it performing, you know, as a teacher you're also a performer, so you've got to really bring the stuff to life. It's all about … at that time I started gesturing and using voices and, you know, differentiating how I used my voice to keep their interest, which I found was really effective.

As the discussion progressed Tony revealed that he did have success with engagement in a later lesson, after discussing and reflecting upon his supervising teacher's understanding of the learning experience. Tony came to understand by being a 'performer' rather than being 'formal' he could connect into a realm which meant he could achieve success with engagement. We discussed Tony's own experiences with engagement and he described what he noticed at university:

> There have been quite a few lecturers who have the knack of … even in a room full of hundreds of students like you, they're still able to engage you individually, because I feel that once you're confident in them that they're happy to be there and they are passionate about what they're teaching, they somehow communicate that and sort of that sparks an interest in me anyway. But I was thinking in terms of the skills you need to identify whether your students are engaged or not, that kind of brought to mind just social interactions and you know, when you're talking to people, how you know they're engaged and the social norms, that sort of thing about how you can tell people are engaged just in everyday conversations. Also, yeah, like reading their body language and that sort of thing. Also speaking to my master teacher like Mrs Green, she was very good at performing again, and that was one way she kept the kindergartens engaged.

This discussion offers a myriad of thoughts Tony has in response to what he has observed from lecturers who had success with engagement during Tony's experiences as a student himself. It appears Tony developed a deeper understanding of what successful teachers did to foster engagement, namely a superior ability to communicate, fostering social norms during everyday conversations and performing. Tony suggested that the strategies employed by particular lecturers resulted in many students becoming engaged. We went on to talk about Tony's own experience as a student and if they had influenced his teaching and ideas about engagement? Tony explained:

> Yeah. Because you really do remember things well when you're engaged. So, if that requires a teacher to, you know, let go of their inhibitions and just really make it fun for the kids, then that's

what they've got to do because it does make a big difference. We've all been to lectures that are mind-numbing and there's no point.

Yeah. I'm just thinking of prac again. I found that speaking to more experienced teachers, good experienced teachers, that's really helpful because they're always the ones that are willing to help you anyway. And they've just got … they're just fountains of knowledge, so that was one major source for me in terms of gaining a deeper understanding of what's going on and how to do things better. But in terms of the theory, there are heaps of required textbooks that we've had to buy which are good in just dividing things up into categories and explaining them simply.

I asked Tony during our final time together, if he had the time over again could he think of a unit he could recall which helped him, and if he could write a professional library from the coursework like he often said he wanted to, where would he start? He thought and said:

I think it was the ed psych unit, that had a pretty good textbook. And xxxxx which is a continuation of that. But I also, you know, went online to find a few things as well. They were a lot of websites specifically dedicated to, you know, autism and the spectrum and that sort of thing. Like Wikipedia can be helpful sometimes, but it's … yeah, so you've just got to be careful what you look at online. But I just Googled and whatever came up on the first page is what I looked at.

I ask, "so do you feel theory and practice connections need to be more explicit at uni?" All three said yes in unison- Tony, Melissa and Allison. Tony said: "definitely" and he then explained:

The only problem is we do learn … that was in second year. So we do learn a lot of good stuff in the first two years, but because like I said I had never been into a primary school since I was in primary school as a student, I had no visual image of what a classroom would be like and therefore a lot of that good stuff I've lost because I had nothing concrete to apply it to. I … so I think even just getting a couple of days of prac in in the first year would have given me something to apply that theory to, even though, you know, it wouldn't have been much. So waiting 'til third year, like Allison said, it does … the anticipation builds and you do feel unprepared. You're like what if I get there and it's not for me, or what if I freak out and … but once you get into the motions of it, you know, you're fine. But I think that initial shock could be lessened if we got in there a bit earlier.

He then added something very interesting after Melissa agreed and said:

And I understand why they don't do it with high school teachers [referring to high school PSTs], because you don't want to be back in a high school after Year 12. You've just graduated, so … but primary school is different and that I think would have been a bit better.

Then the conversation moved onto what Tony found useful to guide his practice on engagement once again. He explained:

> I feel like it's one of my dreams to go back through all my lecture slides from all the (chuckling) past three or four years, 'cause like Dr. Jim used to have at the end of every lecture a slide about application to the classroom. So I feel like I just want to cut all of those out and put them in a book because like there's just so much to remember, a lot of theory to remember and a lot of good stuff. But I guess until you're out there year after year you'll build your own sort of system and all that, but yeah, that's what I'm thinking about doing.

Tony valued the lectures he had been exposed to during his time at university. Reflecting upon learning post practical application was paramount in Tony's mind. I suggest that Tony is forming in processes, that is, there is an interplay where Tony's discussion shows he is changing in response to his experiences. It became evident through Tony's discussion he was aware that using ideas presented at university could support success in the classroom during professional experience, and even in his early years of his career post-graduation.

Tony went on to describe his developing confidence and the idea that a whole school can have an impact upon professional development and underpin processes required to support engagement. Tony explains*:*

> With the confidence thing I think induction into the school, if you know how everything works you'll feel more confident because in the classroom the kids are going to ask you questions and if you sort of say, oh, I'll have to check and I don't know, then they sort of lose that confidence in you. But I feel, yeah, just getting to know how the school works. Each school is different. Each has its own rules. I found that I'm my prac school, like I came back from lunch once with a coffee cup and my master teacher, Mrs Blue, was really nice but she had to say, look, sorry, at this school the principal said we can't have coffee cups because … and so that … I didn't know that, it was like two weeks into my prac or whatever. But also who looks after the books, where you borrow the books for your classroom from? Just the admin side of things.

Developing an understanding of the importance of the entire school environment influenced Tony's ideas with engagement. He went on to explain another significant whole school procedure which influenced ideas on engagement known as programming. Everyday practice in all aspects of any classroom are influenced by programming. In essence, a programme is what a teacher uses on a daily basis to guide practice and keep the class rolling forward. Tony explains:

> And, yeah, programming is a big … is really daunting, 'cause I just don't know where to start with that. I mean I assume you're going to have other teachers to talk to about that, you know, other teachers in your stage. But that's like … that just seems like a job that's huge.

Interestingly, Tony's discussion offers more insight for he goes on to highlight another key factor influencing classroom practice which is parental expectations:

> And yeah, parents' expectations, I found … I was really surprised on prac how much you have to justify yourself to parents. My master teacher, Mrs Green was constantly writing emails about why the school's doing this and, you know, here at Stanley Primary this is how we do things, and I just thought you've really got to be on the ball for that because you do want … being a graduate teacher you sort of think well are the parents going to want me to teach their kids? Are they going to have enough confidence in me 'cause I don't have the experience? So that is kind of … it kind of does make you nervous in a sense because you do want to sort of prove yourself as a teacher. So just being able to deal with, yeah, parents' expectations of you. Yeah. And just multi-tasking, making sure you include everything you need to in the program, all the class and you do it well.

Then after Tony's final professional experience program he had many things playing on his mind. Eighteen months later he continued to comment on the importance of relationships and planning and he said:

> And, yeah, programming is a big … is really daunting, 'cause I just don't know where to start with that. I mean I assume you're going to have other teachers to talk to about that, you know, other teachers in your stage.

Elements of school life like whole school rules, procedures and practices, programming and relations with parents and classroom teachers on a 'in your stage' suggests a community of practitioners understanding are pinnacle elements in the background influencing the notion of engagement. Tony demonstrates he has an implicit understanding of a holistic approach towards classroom practice and how bringing together these broader elements with learning, demonstrates schools are most definitely not one dimensional. Engagement is not one dimensional, in fact it is multi-layered and multi-faceted (Fredericks, Blumnfeld & Paris, 2004) and involves ideas like behaving, feeling and thinking.

The final time I met Tony for the discussion on engagement he had finished his studies and completed the entire professional experience component of his course. It seemed to me that Tony was keen to work three days a week as a teacher, and on the other days he had religious commitments which he wished to fulfil. He was hoping to get work at a small south-western city school. Not long after we met he was offered work at this school on a daily casual basis. Tony described his thoughts on engagement and if they had changed since we last met when I asked the question: "Can you explain engagement?"

> I think engagement is heavily related to relevance to the student - relevance to their lives, their previous experiences. Looking back at times when I feel I was engaged, I remember them being

fun, so trying to make things more practical and hands-on despite the challenges that naturally come with that. It's not something I thought about a lot before third year. Even though we studied it theoretically, until I got into the classroom and actually saw the effects of engagement or disengagement, it's not something I explicitly thought about much.

I asked why his thoughts had changed:

> Because the feeling you get after a lesson where you can see students were engaged is a great one and you know that learning's taken place. So it's something that you really want to work hard at achieving every single time.

Tony had advanced with his ideas on engagement. He developed a deeper nuance in terms of the feeling he gets from success in realising when students are engaged in learning. Tony described his understanding of success, with engagement in the classroom was beyond enjoyment and fun, instead it was an indication of learning. Tony could make the connection that practical and hands on activities can be crucial for some students to engage and learn. He found this level of success inspired him to work harder to achieve more success with engagement:

> I didn't see much continuity throughout my different pracs, my different sets of prac. So I would try different things we did at uni with my prac classes. Okay... I started with kindergarten, moved on to Year One. No - sorry - kindergarten, Composite Five and Six, Year One, then Year Four. So in terms of trying the same sorts of lessons, I didn't get to do that much but I did try some things that we did in tutorials. Yes. I did maths relays with my Year Four class because we had done that in a tutorial with XXXX and I did think they were engaged because I was able to tap into their competitive spirit. They were working in teams which was really good for the class I had. They were having issues socially, so to get them to work in teams but also to motivate them through competition, I felt, really worked.

Tony's development seemed to be based on his willingness to experiment with different ideas, try alternative approaches with pedagogy in Mathematics, as inspired by his university studies, and opportunities during all professional experience placements. Tony lists examples of successes which he attributes to initiatives he has taken, such as maths relays and the importance of considering social issues. He understood by his third year of university studies the importance of taking time to reflect and consider strategies, such as the formation of groups in the classroom. He explains:

> I don't know if that would have worked in third year because it took a lot of preparation and forethought as to grouping, the practicality of preparing the maths relays in individual envelopes and thinking about the sequence of questions and a whole lot of things that you sort of take for granted if you just based it on participating in it in a tutorial as opposed to planning it.

I was intrigued and wondered if Tony utilised his studies from university to inform his ideas on engagement. He answered with:

> No, I think there's definitely a lot that we take away from uni for our pracs. But I think the influence came from more my supervising teacher on prac because as a prac student, I felt I always had to fit in with the procedures and systems of the class I was with. So pretty much I did things as my teacher did them.

Tony seems to understand it is important for pre-service teachers to 'fit in' with the classroom teacher's ideas and policies and procedures with classroom routines. I wanted to understand more and asked did he agree with her approaches to teaching?

> Not always, no. But I think this particular prac was a very special case because of a lot of different circumstances surrounding this class I was with. But because it was so late in the year, I didn't feel as a prac student, even a fourth year prac student, I could come in and just change things.

Tony wanted to talk about disengagement. He said:

> I think for me, my whole last prac - it was year four - was overall disengaging for me and for them. That had a lot to do with the situation that, that particular class was in, in terms of...Just in short, for example, I'd get the unit of work from a website and be told to teach this. It wasn't fun. I think fun has a lot to do with engagement. I tried to make it fun, I tried to adapt it to the class but it had a lot to do with the teacher's expectations of having a fourth year prac student. I think there's a stigma, as in she might have expected to get a casual teacher instead of a prac student. She was a great teacher, she just had a lot on her plate so not enough time for everything that she wanted to do.

The importance of enjoyment was forefront in Tony's journey with personal reflection. For he understands to support student engagement a key influencer is the type of learning experiences offered to students, and the role of the teacher. At another level Tony was very aware of issues faced by final year pre-service teachers, namely the expectations of the teacher. Tony indicated that this experience did not give him the time to modify the learning experience for the class, but that he had to teach it 'off- the-shelf' (Chen, Tsai, Tseng & Shih 2012, p. 783) as a starting point to foster creative thinking. His discussion reflects he felt this was the reason why the students were not engaged. In many ways, Tony felt this was more like a casual day teacher experience for an early career teacher, rather than a professional experience day experienced by a pre-service teacher.

Tony offered suggestions he had noted which could help engagement. The first example is physical movement in the classroom. Tony explains:

> I think Alison said something interesting about the classroom teacher preparing the students. I had that in my first prac with kindergarten. For example, if they had been sitting for a long time and I was coming in to do my lesson, the teacher would get them to stand up to do stretches, to do a few physical activities so that they are more prepared for me and that helped a lot.

Another idea Tony noted as key with engagement was the idea of classroom culture which was part of a unit taught to him during his university studies in his second year.

> I think the culture of the classrooms important because as a prac student - well for me anyway - I was coming in and taking on the existing culture. So if there was an existing culture of engaging activities and fun in general, I think that helped a lot. I think there was a big difference between not so much third and fourth year but between the different classes you were assigned to.

During this part of the discussion Tony is unpacking ideas he has reflected upon during his professional experience opportunities. He understands ideas like lesson preparation and that the physical movement should be taken into consideration, when attempting to offer an environment conducive for engagement. He went on to unpack more ideas in response to my questions. This included how often a teacher is in a classroom.

> Well there was only so much I could do because of all the factors, including the teacher wasn't on class much, she was an executive of the school. Students at that particular school had a lot of time off class anyway for languages and music and there were students who had needs that weren't being addressed in the classroom.

Identifying even the time of the year influenced engagement in Tony's mind. He recalled the value of working from the beginning of a school year with a class, a concept not necessarily considered by many pre-service teachers, who are not afforded the luxury to teach at a school for an entire year:

> Because that was the prac that was actually second semester, it was later in the year and so it was harder to actually change anything. I think if the prac was at the beginning of the year, things would be less set and you could actually introduce new things with more success. So for example, I introduced behaviour management techniques that I had learned at a previous prac because the behaviour in the classroom was shocking. It was really bad and I don't think that the techniques that existed were effective enough to deal with that.

Interestingly, Tony suggested that a reason why engagement in the classroom failed was because outside forces were pulling the teacher's attention away, rather than the lack of teacher interest in preparation. He explains:

> So it wasn't the school because I had spent a lot of time in other classrooms and those experiences with the other classes were great. It was this particular class mixed with everything that this particular teacher had on her plate, which was all too much.

During our wrap up I asked each participant what they would recommend the university could do differently. Each offered their own thoughts. Tony said a few key points to consider:

> There's a real pressure to know everything about everything with primary school, because you're not a teacher of one subject, you're not an English teacher, you're not a history teacher, you have to know everything. And there's this pressure that just like if you don't know something it's, oh my God, you know, why don't I know that? …I wrote being a role model, just, you know, constantly upholding that image. I'm on Facebook and I'm just thinking, oh my God, I'd better not put that on there because what if a parent searches me and then somehow gets into my Facebook or, you know. I wrote, similar to Melissa, she was talking about like planning and reporting and   assessment, things like that, we have done barely anything on that so far, so I'm a bit nervous about that. Time constraints and meeting outcomes, like, you know, ticking them all off. I wrote money for resources. I was at a school … my prac school I've already spent so much money on them, my own money because I just didn't want them to miss out. And the school just did not have the stuff that I needed there. So that's a pressure I guess just thinking how am I going to tick off these outcomes with the resources that I need to teach them these things? How am I going to be resourceful within myself as well? And then I wrote parental expectations and demands. and coping.

Tony's narratives included many critical events through a myriad of experiences. He made theory-practice connections from university and formed an understanding that teachers must comply with rules and regulations: all of these influenced his professional identity formation. His discussion over the time we met offered insights into how he worked to engage students in learning during his school placements, and how he aspired to create the best classroom learning environment possible to help students succeed with engagement. The most salient feature was that he appreciated that letting go of his inhibitions was a very powerful tool for him when trying to engage students and in developing a sense of PSTI (pre-service teacher identity). He drew on concepts such what Tony called a 'teacher voice' and he reflected upon key relationships that influenced his development as a teacher, like the role of the classroom teacher, key lecturers from university and parents via social media. Through this journey, it appeared that Tony was actually developing a pre-service teacher identity - a sense of confidence

and a willingness to experiment and adapt his ideas, and he understood the role he played. He felt the university could provide many more practical ideas to support his readiness to teach, including approaches to programming, managing time, considering social media and his own budget. His dream was to make a professional library of the theory he was taught early in his coursework and somehow bring it together. Tony reflected upon his experiences and learnt to make engagement conducive and achievable. It was very clear that he took on the responsibility to be a scholar teacher (Richlin, 2001) seriously and he wanted to have the best set of skills possible to meet the needs of his future career. Upon reflection over the four years of study, the relationships (Clandinin & Lytle, 1999) he had had with activities in the classroom, Tony was very aware of the reality of classroom practice.

4.3 Portrait of Melissa

I had not met Melissa before she agreed to be a participant in this study. Melissa entered the room in a quiet manner and as I got to know her better over the years I came to understand she would probably be described as shy but would become very open during discussions if she felt comfortable. One thing, which struck me throughout our journey together was Melissa's strong desire to support my PhD study. I discovered over time it was her opinion that studies like this would help pre-service teachers to become better teachers upon graduation.

Student engagement was the topic we discussed in our first meeting. I asked Melissa about her experiences with engagement during professional experience. Melissa began by describing an experience with students in Year One on Stage One:

> Well, I did Stage One and one time that I can remember when they [the students] were engaged was when I was doing a science lesson. And I put a tissue in a cup and put it in the water and I asked them is it going to be dry or is it going to be wet? And they were all oh, wet, wet, wet, it's going to be wet, cause you put it in water. I pulled it out and it was dry and handed it around and they were like, oh, how is it dry? And they were like all engaged in watching and excited. And I think they really liked it cause it was like a practical experience for them. I think they were all like wanting to see whether the tissue would come out dry or wet because I made it a really big, like, oh, is it going to be like dry or wet? And they were all like, oh, excited and looking … and their eyes straight towards me and they were like, oh I don't know, I want to find out. Is it going to be dry or is it going to be wet? And some of them were just like, oh I know it's going to be wet, of course it is, you're going to dip it in water. (Chuckling*)*

Surprising students was an approach that Melissa understood would support engagement at the introduction of a lesson. Science activities have the potential to engage students, because they offer opportunities to grab the students' attention, and in this case the 'Wet n Dry' with water in

a cup and a dry tissue was an engaging introduction to the lesson. Melissa knew this very activity with its element of surprise would engage the students, and it certainly did. For even though the students predicted the tissue would come out wet the opposite happened. Melissa explained this experience saw the students become so very excited, and their eyes told this to Melissa, and consequently the students wanted to investigate this unexpected phenomenon. Although, Melissa was very aware this experience resulted in student engagement, she was also of the view that some activities designed to promote engagement may sometimes not go as planned:

> It was Stage One, Year Two… I read a picture book. That was my first lesson. That went fine, but the next lesson my master teacher, Ms Star told me that I needed to start doing narratives with them…The class in particular wasn't that good on writing, they had some problems with writing, so it was a topic that I was struggling with. And I think I just pitched the lesson way above their heads and wasn't aiming at where they were at in terms of their prior knowledge. And due to that they just weren't engaged at all. They were confused the whole time, they weren't sure what to do. I wasn't explicit on what I wanted them to do in terms of my instructions and everything. And because it was a new topic I just jumped right into it instead of taking a step back and finding out what they already knew and taking it one step at a time. So I think it was more my own sort of instruction that influenced that non-engagement.

Melissa made a connection between pitching the lesson at the right level and student engagement. Upon reflection Melissa explained why this lesson failed, as the lesson content did not connect with the students' level of understanding. Melissa worked out that in the future she would need to be more explicit in terms of her instructions. She was disappointed with her performance and she stated:

> Well, I felt a bit disappointed in myself I guess. And when I spoke to my master teacher after, she was just saying that I guess it wasn't the most successful lesson. So it was a bit of a self-esteem blow, but … especially because it's your first prac, because you want to do well, so … but, yeah, no, you just get over it and move on and do better next time. So you learn from it. Yeah.

Melissa recognised the disappointment she felt when the students became disengaged in their learning. She wanted to do well in her teaching and when her cooperating teacher indicated that the lesson had not gone so well her self-esteem suffered. However, Melissa was not deterred and she resolved to try harder and do better at the next opportunity. Recognising and recalling feelings of disengagement enabled Melissa to understand that this experience opened opportunities for learning how she might engage students in future activities. I asked what she could do to improve her practice:

I've been thinking about way to improve and how you can make like my teaching better. And so, thinking of the practical experience and the questioning really helps me to develop it further.

Melissa went on to offer another example of how she learned about engagement through the disengagement of her students during reading groups:

It's Stage One again, we were doing reading groups, where they do the reciprocal reading in the little groups. There was one group who managed to finish their book about two minutes after they started. So soon after that they started on their questions and you could just tell, because they were off in the corner and they were like mucking around and fidgeting and starting to like get angry at each other for what part they wanted to do. And they were just like really loud while everyone else was quiet, sitting and reading. And they were just like moving around and being like … talking and you could just tell that they weren't really paying attention or doing what they were meant to be doing. And you could tell as well once they had to present what they had done while they were reading, they came up with very little compared to the other groups. And so, it's just you could realise that they weren't paying attention and they weren't focused on the lesson.

Through Melissa's ongoing observations of the students in their reading group she discovered that they were not engaged with their learning. By spending time working alongside the students Melissa worked out that there were things that she would need to change and reconsider in her teaching if she was to be successful in organising her reading groups to promote students' learning.

Melissa's own experiences with engagement as a pre-service teacher during her university studies then emerged in our discussion. She talked about one experience, which resonated with her in the area of visual arts and an opportunity to draw a monster:

We're doing like the creative arts this semester. So, I very much enjoy practical activities and especially art. So, in many of those lessons I know I've been paying lots of attention and getting involved in all the activities that we've had and it's like when it came to like a drawing lesson and we got to draw a monster, I was so excited that I just wanted to draw it. And I was just like they're drawing and it's just like, okay, stop now, and I'm like, no, going to keep going. I kept drawing it. And so, it's like I understand that I really like practical activities as well. It makes it fun, makes it easier to learn. So, I can take that into my teaching by making it fun, incorporating like practical activities instead of just worksheets and sitting down and ... instead of getting them up around, get them like singing, dancing, drawing, all those sorts of things. But still teaching them at the same time, not just having a pointless practical lesson.

Melissa identified what motivated her and kept her engaged during visual arts. She found practical activities were helpful and saw this type of learning experience to be fun and she could

see a connection with learning and she found this made learning easier. Melissa identified what she did not find engaging, was approaches to learning, like the use of worksheets.

Seeking and receiving advice from significant others was another area identified by Melissa to support her approach to student engagement:

> Like … probably like Allison was saying, just having the prac teachers and that for like helpful advice, so they can … you can get ideas from them. Like my master teacher was quite excellent and she gave me a lot of advice. Especially after the lesson she'd give me a lot of verbal feedback as well as the written one, so I could know straight away what I could improve and what I did really well in, which was really good. There was lots of other teachers as well, it was a large school, so there was probably about 40 others teachers there and they were all very helpful and open to helping me. They wanted to know about me and they wanted to help me if I needed it, which was really good. I also felt like the experience from prac was good as well. It really helps to figure out how the theory worked in reality, 'cause there's not … you can know all the theory, but if you jump into the practical you have to … you can't use the theory without knowing how it works practically.

We can see through Melissa's open discussion she was very aware of the importance of feedback between herself and her classroom teacher, who she called master teacher. Melissa's discussion reveals she had developed a good rapport with her cooperating classroom teacher and she valued written and verbal feedback. Then Melissa offered another level of insight in terms of the school teaching community. Melissa was aware that the school she was at had a staff of over 40 teachers. She was clearly aware that this was a resource she could tap into to support her ideas on engagement. In particular, it supported her desire to make a stronger link between theory taught during her university studies and the connection with practice. Interestingly, Melissa is very aware it is one thing to know the theory, but another thing to be able to see it work in a practical setting. We discussed university studies and she noted concepts like prior knowledge were important. Her experience of a perceived failure in an English lesson enabled her to reflect on the importance of prior knowledge and familiarising students with the text:

> I felt a bit disappointed in myself I guess. And when I spoke to my master teacher after, she was just saying that I guess it wasn't the most successful lesson. So it was a bit of a self-esteem blow, but … especially 'cause it's your first prac, because you want to do well, so … but, yeah, no, you just get over it and move on and do better next time. So you learn from it. Yeah. But, And I could tell with this lesson it that they were staring away from me and they were talking and they were moving around and fiddling while the other kids were like staring up and paying attention. So, yeah, I could tell that they weren't very engaged.

I asked how did you feel Melissa?

It made me feel a little bit like disappointed and like they didn't respect me at that point. That they didn't feel interested, so it kind of made me feel a bit like oh, how can I fix this to make them pay attention? And of course you get your classroom management out and tell them, hey, listen. (Chuckling) But, yeah, it just makes you feel a little bit like wondering why they're not paying attention while the rest of the class is. like I said before, wanted to improve so I always think of ways that I could fix that and make them try and pay attention, so ways to improve it.

When we next met Melissa had completed her degree and finished all her professional experience programs. She was excited to be finishing her degree but she was also nervous, as she was about to embark on a world of casual teaching. We discussed professional issues like how many schools should she hand her resume out to, which would be the best way to approach a school. She was delighted to inform me she had been offered a few casual days teaching at previous professional experience schools. She was hopeful to get more days after the summer break. We began the discussion with me asking if her views on engagement had changed since third year:

> Yeah! I think it changes a lot from third year to fourth year, especially because you're doing more days and you're doing more lessons, so engagement becomes really important and such a big aspect of it. Because you're doing so many lessons, you need to figure out more effective strategies to keep kids interested in the lessons and participating because it becomes such a big factor in being successful. I think that's something that's really important in it.

From this discussion, it seemed as if Melissa understood the importance of developing her pedagogy over time to support student engagement in the classroom. The connection of resources to support engagement was another area Melissa moved on to, specifically the connection between resources and using them well to support engagement. I asked her if resources influenced her ideas on pedagogy. Melissa explained:

> It took quite a bit because I had the resources and everything and I had to make it in a way that I found engaging. So I used a lot of technology and interactive whiteboards and made different activities and pretty much put all the strategies that I learned from that teacher and from uni and mixed it in to make it work. Because there was one lesson that the kids all enjoyed and they got a rock cake and they had to mine it and get all the sultanas out of it.

Melissa seemed to make a connection between good use of technology in the classroom and how this could support success with a given lesson, and ultimately this supported engagement. She then went on to explain that the students were pretending to be gold diggers and they had to 'mine' the rock cake to find the gold- sultana:

Once they'd done that, I said, now you have to put the cookie back together and they were like, how? It doesn't go back together. It was really good for them to see that because this was Year Five and they really got the idea of when you mine in the ground and you take stuff out, you can't put it back the same way it was. They just had that engaging and physical understanding and they got all the meaning and relevance from it because they saw it in front them - the ground's like this rock cake, you can't put it back. Yeah, a lot of them ended up with completely crumbs and then they got to eat it so they liked that too.

As the discussion moved on Melissa revealed she could take the students to a deeper level of understanding with the use of rock cakes and mining. Through her discussion with the class she helped the students to make a connection with environmental issues and the impact of human intervention. This discussion offered by Melissa highlights she had thought through this learning experience and wanted the students to make this connection between mining and changing landforms, which is an environmental based issue. This experience meant the students were highly engaged and it supported their ability to think critically.

Melissa went on to highlight another factor in the classroom related to resources, which influenced her approach to teaching. She made the connection between professional libraries to inform her practice after being given access to her co-operating teacher's library:

In my second prac in fourth year, it was a lot different as well because I pretty much had to - I went by the teacher's timetable but I pretty much got everything myself. So I went through all her books to find her resources on what she was doing and it was quite a change. I was very independent because the teacher didn't have much time on the days that I was there.

Independence as a final year pre-service teacher was valued by Melissa and this was evident in this section of our discussion. She was able to make the connection with working independently as a classroom teacher:

So, there was such a different swap from the different schools and I was becoming so independent that it actually helped me a lot more developing my own teaching style. I felt more confident being independent, introducing my own ideas and things like that. So besides just incorporating what the teacher did, I ended up putting in my own rewards program for the students who behaved well.

Melissa's observation was that there was a difference in her confidence levels as she progressed between the different schools where she was placed for her teaching experience, and with feeling independent and ultimately with the idea of engagement.

Melissa enjoyed her time alone with her students and she was able to establish behaviour management programs. She noted she introduced a reward program, which she felt succeeded and motivated students to be engaged. During her coursework she was taught to aim for intrinsic motivation. Yet, it seems to cause a certain level of disconnect for Melissa as she became reliant on behaviourist approaches. Is there a disconnect between theory and practice here? Is this an example where modifying what is taught at university coursework cannot be applied in a blanket format? This example raises questions in terms as of the role importance of a scholar teacher, and which research and theory do PSTs draw upon in the classroom? Is it a matter of coming to know your own classroom and drawing upon which research and theory best supports your given classroom? Melissa was also aware that:

> Being a graduate teacher you sort of think well are the parents going to want me to teach their kids? Are they going to have enough confidence in me 'cause I don't have the experience? So that is kind of … it kind of does make you nervous in a sense because you do want to sort of prove yourself as a teacher. So just being able to deal with, yeah, parents' expectations of you. Yeah. And just multi-tasking, making sure you include everything you need to in the program, all the Klaus and you do it well. I think in third year, engagement and disengagement aren't the biggest thing that you worry about. I think it's more worrying about, did my lesson work and did I teach them, did they learn something from it and did they do it right is a lot more…When I got to fourth year and I was teaching more lessons, engagement became such a bigger thing because you actually had to worry whether the kids were picking up things and paying attention. Especially in my fourth year in my last prac at Ellwood Heights, it was a Two-Three. There were some quite challenging students who never wanted to do work and they would even - when it was something like drawing, they were like, I'm not good at drawing so I'm not going to do it. It's like, I just want to see what you can do and things like that. They were just like no, I'm not going to draw, I don't want to do that, I want to do something else - trying to get them to sit down and do it because eventually they ended up just getting upset or angry and things like that.

Interestingly, Melissa noted that, at a school which had a strong reputation for being academic, she saw disengagement. She was able to see students who excelled in the traditional Key Learning Areas (KLAs) like Mathematics and English actually become reluctant to be engaged in tasks set when it was a KLA they were not confident in and in this case it was Visual Arts, which is an area Melissa was keen to teach after her own time as a pre-service teacher at university. I asked her as a final point what would she recommend universities do well and what we can do better to support PSTs? Melissa said:

> I felt unprepared for prac, but I think … yeah, I felt a bit unprepared for prac. I remember we got to the end of our second year and we were all talking, just saying, oh my God, we've got prac

next year and we don't feel like we've learnt any … I mean we had classroom management with Dr XX, I think that was good.

I … so I think even just getting a couple of days of prac in in the first year would have given me something to apply that theory to, even though, you know, it wouldn't have been much. So waiting 'til third year, like Allison said, it does … the anticipation builds and you do feel unprepared. You're like what if I get there and it's not for me, or what if I freak out and … but once you get into the motions of it, you know, you're fine. But I think that initial shock could be lessened if we got in there a bit earlier.

So I still feel that I'm not ready to jump into a classroom and start like full-time teaching so I wouldn't be able to imagine being like 18 and being taken into the classroom and being like, okay, so go ahead and teach a lesson in first year. If they showed me a lesson plan it would have been like, how do I fill it out? But, yeah, it would be good though to go in there to observe so you could understand what the classroom was like. But I feel that at least in third year you feel a bit more knowledgeable and that you're prepared to actually be able to teach them and you have that more confidence than you would in like first or second year.

Key for Melissa in the end was a sense of self confidence and she explained as out last conversation came to an end:

It's your choice until you know that they are fully engaged and ready to participate and listen to you. So, you have to create the boundaries straight away. So, you can't just walk into a classroom nervous and shaky and not being able to direct them and tell them what you expect from them. So, you have to portray a confidence, whether it's acting like you're confident or whether you actually are. So, I think that's going to be a big thing especially … it's going to be the first time you actually have a job and it's your class and it's just going to be like, oh, they're finally mine and now I have to … I don't have anyone to help me if one goes out of line and needs classroom management. It's just going to be … it's like it's all on you sort of thing. And also making sure they actually learn everything they need to learn, that'll be the difficult thing as well.

Then she said:

So, yeah, I'll graduate and I'll be 22. So they… I did have a lot of things with kids thinking I was their friend, wanting me to come and like spend time with them at recess and lunch and I was sort of no, I have to go to the staff room sort of thing. And that impacts on engagement because if they think that you're their friend, they don't respect you in a certain way that you can manage the classroom. So that's a big pressure. But I wrote a big list (chuckling) on pressures.

Melissa offered a few examples of critical events that occurred during her professional experience programs which influenced the development of her own PST identity. Many of them

were framed upon her reflection and what she did in response, such as developing approaches with strategic questioning. The most salient examples were the impact of her use of motivational 'hooks' like the water and the tissue in the science lesson and the rock cakes to help the students really appreciate what soil erosion means and the true impact of gold mining. She also looked at herself and not just the students continually and was very aware of the importance of her own library. She desired to experiment and teach her own class, yet at the same time was able to understand teaching was not something you can just jump into. She was aware she must draw upon theory-practice connections and carried the burden of the list of all her worries at the end suggesting she saw herself as a professional who took her role as a teacher very seriously. She worked against her natural shyness to find her own identity.

Melissa was a creatively oriented teacher who was willing to risk-take through creativity to foster engagement in the classroom. In summary, her portrait reveals a developing professional or scholar teacher who relied upon personal refection of critical events which were a combination of successes and failures in the classroom. She also understood the importance of relationships like those with lecturers like Dr. J from university and his leadership, her classroom teachers and teaching community of 40 teachers. Melissa could see the benefits of opportunities to observe more experienced teacher in their classroom modelling how they teach when she felt too young to be a teacher as a shy eighteen year old, but valued the importance of having coursework embedded with solid teaching, to give her the time to gain the confidence to teach during the professional experience program. When Melissa came to the end of her studies and was ready to teach, she understood that there is a fine balance between coursework-professional experience programs and theory-practice. She valued relationships and she reflected upon her experiences as part of her professional teacher identity formation.

4.4 Portrait of Anna

Anna heard from others in the cohort that I was conducting some research and even though she was on the cusp of graduating she wanted to be involved, despite her intensive workload of managing university studies and being able to teach as a casual teacher, while also maintaining and her part-time role as a sales consultant for a timber floor laying company. Anna is a very bubbly person, who often discussed in tutorials her desire to be a good teacher. She wanted to offer her students a schooling experience just like she had when she went to primary school.

Anna stood out from all the participants in the study. When she walked into the discussion room she had an air of excitement and trepidation. She immediately told me she was about to embark upon a journey of her dreams. All her dreams were about to come true for after

four years of study Anna was on the verge of becoming an "actual primary classroom teacher in a bona-fide primary school with [my] very own class".

To follow is a discussion I conducted with Anna in her final weeks of preservice study when she was facing an unprecedented time of transition in her life. Anna explained she was finally finishing her teaching degree and was thrilled she had secured a one-year block placement at a school where she completed a professional experience program. Anna believed the initiatives, actions and opportunities offered to her by her cooperating teacher during this professional experience program were pinnacle with this offer of work from the school. I was intrigued by Anna's excitement and asked her why she felt she had been given this wonderful opportunity. Anna explained:

> I think it was because I was very involved with the school community. I assisted whenever and however I could to leave an everlasting impression. I stayed back, attended staff meetings, SRC, excursions and got involved in the school Musical. I was always in the staff room chatting with fellow colleagues so everyone got to know me. I always tried to appear confident in all that I did even though sometimes I wasn't!

In this discussion, Anna described how she had been very strategic with attempting to ensure she was making the most of every opportunity she could to secure a position, and she had been successful. I asked her the location of the school and was aware of its community, as I had taught nearby myself. I asked about the school community and she said many students were from Italian heritage, which Anna herself could relate to, as she too was from Italian heritage. She felt this was another factor she embraced, for she was fluent in Italian and the school offered Italian speaking classes. Anna explained initially she was expecting to be offered a 2 day a week teaching position as the Italian teacher, but as the professional experience opportunity was so successful, she found instead she was offered a full-time classroom teaching position for Year 5 next year.

While we were waiting for other participants to turn up we discussed why Anna chose to become a primary school teacher. She explained:

> I decided to become a primary school teacher because I enjoy working with young people. I feel as if I'm making a difference to their lives as they learn so much at that point in their lives! I had great teachers during my entire schooling so I'm hoping to give back that same enthusiasm to my students.

Other participants arrived during our discussion and listened intently to Anna. We commenced our discussion, but I wanted to continue talking with Anna just a little

longer. She had mentioned the importance of a quality teacher. I asked her what she thought this meant. She went on to explain:

> A quality teacher is vital! There's nothing worse than a teacher who doesn't relate any of their work to the lives of the students. Students feed off what-ever you say and if you release negative emotions and have no enthusiasm towards anything, students will not be a-part of a quality education where you are maximizing their learning experiences.

When we commenced our round table discussion with a familiar theme: I asked what the participants thought engagement meant and Anna explained:

> I think engagement means sometimes … it's impossible to engage every single little, like … every single student for every minute of your lesson. But like when you can see that they're actually applying what you taught them in the classroom to your activities, then you feel like they were engaged, if you know what I mean. Sometimes you can tune in, tune out, but still get it. So I think, yeah, engagement definitely is when students are actively engaged in a lesson, speaking, contributing.

I think Anna's points were rather insightful, for she understood engagement was a complex process and was achieved through a myriad of ways including listening, speaking and contributions made by the teacher and teacher talk. For example, the role of the teachers and their approaches to pedagogy in areas like verbal and non-verbal communication and how a positive classroom environment can be influenced by teacher talk and 'tuning in' to the present moment (Goldstein & Lake, 2003). This discussion suggests Anna saw this journey as multi-faceted. Anna went on to explain:

> I've also like approached this whole like no hands up policy in my classroom recently. I just find like if you don't tell them to put their hands … always the same people, hands up who knows the answer. So now I'll just be like okay, hands down, and they find it so hard to like not do that cause it's like an automatic thing. So I think that that engages them as well. So that's how I think engagement.

From this discussion, it seems Anna was willingly modifying her pedagogy to foster engagement. She realised using one mode of communication, raising of hands, often resulted in the same children having a stronger voice in the classroom. It is apparent here Anna was aware this approach was only useful for some students. Subsequently, Anna introduced a no raising hands approach during group discussion, to ensure she could attempt to engage more students.

Our discussion moved onto the notion of disengagement and what it meant to the pre-service teachers. Anna spoke first and explained there are:

Different degrees of disengagement I guess, when students are really not focused on or on-task. If the task isn't that interesting or relevant to them, then you can often see drifters, like they're just wandering into thin air. Yeah, I just think it's just they're just completely off-task.

Wandering into thin air was described by Anna as an example of when she knew students were no longer engaged during class. One specific critical event of success with engagement came from her most recent professional experience opportunity. She had just been provided with an opportunity by the school, where she was completing professional experience, to attend a day long course designed to help students with Asperger's in the classroom. Many other participants seemed impressed, as they had not been given such an unexpected opportunity at their schools:

> … sort of to do with the Asperger's child. After being to the course and applying that knowledge in the classroom, I just realised that they taught us that you have to use really direct language with them and you can't use figurative … you can't give inferential meanings, you have to say literally like okay, no, stand up, sit in your chair, not just you know where you should be sitting because they don't get it. So I just found that really like oh that's what they meant by … by that and different little techniques like that, that sort of really helped me.

This opportunity meant that Anna was able to apply a unique professional experience directly in the classroom. As Anna indicated later, this child was in the first class she was appointed to teach upon graduation, which suggests the Principal of the school, or most certainly her co-operating teaching who was an Assistant Principal, was aware that there may be an opportunity to support Anna with preparing to teach in the following year. Anna then went on to discuss the phenomena of having ah-ha moments in teaching:

> I mean like there's been heaps of ah-ha moments I guess you could say, like throughout my career so far. Like I've had really good experiences up to like day dot. So for example, some of the theories that we've used for behaviour theories, social justice for example, you sort of like it goes over your head but you've spoken about it at uni and you've done essays and that sort of stuff, but then when you're in the classroom and then you apply it, you sort of like oh, you know, that's, you know, putting the behaviour on the student and saying do you think that was right, what could you do about it? And you realise oh it does have relevance to you.

Anna's discussion reflected an example of communities of practice (Wenger, 2000) where the role of the TE has been identified to support the scholarship of teaching, by offering a model on behaviour management, where strategic decisions are made to decide the order of responses when practicing in the classroom. I think this is a key point to note, for it suggests she was a scholar teacher despite not naming the actual theory she was drawing upon. Instead she echoed theoretical ideas very strategically in her classroom practice

I asked Anna if she used anything in particular during professional experience to support her practice:

> Yeah, well we've done a few assignments on the classroom management thing. So I've referred … I must say I have referred back to them for other assignments and even just for my practical, I mean my teaching. But I do go to the internet a lot and- speak to obviously other teachers and things and I find that that's really helpful in giving … if you just type in a summary of something and it gives you good pointers without having to do heaps and heaps of research.

Through her discussion, Anna was able to name a variety of resources to help her plan her responses during the day. I asked her if she could tell me what might influence her decision to seek this deeper knowledge. I asked: What is it about you that wants to do this?

> Just make yourself a better teacher, like it makes myself … I feel better about myself if I know the answer, 'cause I'm such a like organised and anal person, I just feel like I need to know oh okay, so why is it the case, I want to seek that knowledge to understand why. So it's … yeah, just for myself really, and how I can apply it in the classroom.

I asked for more examples of a successful lesson with engagement. Anna got quite excited and began recalling a Visual Arts lesson with integration opportunities with HSIE and English. Anna sought to reflect what she had been learning during her University studies which was supporting student learning through integration. Anna described her lesson:

> Ok…it was Stage 3. I did a lesson for art, HSIE and English combined. And they were doing the gold rush, so we did an art lesson with Julian Ashton paintings. So, I did it mainly on the interactive white board. So, I had a lot of images and things where they could analyse. But then I also had a podcast. So, the students found that really interesting because we spoke about what we thought of this … The Prospector it was called, their painting, and they actually got to hear another perspective. So, they really were engaged in that. And then also their actual task was to create their own version of The Prospector. So, I didn't just give them a sheet to say, here, go copy that, do your own perspective. But they actually got a tile from each little part of the painting. So, they had to work collaboratively and so speak to the people parallel to them, opposite to them. They were running around the classroom nuts, you know how they are? So they were all like running around, they were trying to match up everything evenly. They were a really focused class. So, I found that that … they really enjoyed that and they really … they're pretty smart as well, so they were really like measuring things to the T, like to the centimetre. (Chuckling) And it turned out really, really well, they enjoyed it. And it's still up in their class to this day.

Anna's enthusiasm was palpable as she discussed this lesson. She could see she had won over the students by engaging their sense of inquiry. Interestingly she began discussing the lesson but did

not make the connection with Mathematics and tessellations until I pointed this out. I do not think Anna had realised this herself until I mentioned it during our discussion. It was like an ah-ha moment in response to a critical event with engagement and this was evident during our discussion.

Even Anna's cooperating teacher had become highly engaged, and this was evident to Anna as the teacher decided to join in with the tessellation activity. Anna's cooperating teacher embraced Anna's skill set and this gave another cause to develop a reciprocal relationship. This is evidenced in Anna's discussion for she noted:

She didn't think they would enjoy it so much but once she saw how collaborative they were being she was very pleased. Obviously, my aim was to impress my master teacher because I wanted to do really well in my lessons! It certainly paid off because I got a full-time job at the same school for next year on my own class! She must have been impressed.

It seems Anna saw this as the lesson which scored her a full-time position. Up until this point she was expecting to teach Italian for 2 days a week. Now, she was going to be teaching full-time on Stage 3. This accomplishment is not common in the current climate.

Anna went on to describe her last professional experience program and this was an early stage one class (Kindergarten) and how she managed fast finishers. She told me she understood when considering engagement, she made a connection between 'fun' and on ideas like managing five rotational groups:

With my early Stage 1 class on my last prac, towards the end my master teacher and I decided to change the structure of the day's lessons. Because they were in kindergarten they had to … all the lessons were in small blocks, so she decided to make all … make five rotational groups and students would move from one group, and when the bell would ring after about 25 minutes, they'd move onto the next group. And this would take the whole day, I think it was every Monday, this is what was done. But if a student finished their work early they'd be able to move onto the fast finishing activity, which would always be the fun activity. So the first thing would be like the pencil and paper, handwriting task or the writing task or the Jolly Phonics book or something like that. And then after … when they finished that before the next bell rings, they'd move to the role-play room. And this is for a few of the students, I noticed that they were all really engaged in their work from the very beginning, but as soon as they noticed that some of the students were going off to the second part of the … well, the fast finishing part of the lesson, they straight away would start rushing their work and they'd just want to move on. And I feel as thought they were engaged but then they disengaged, because they were seeing other students

who'd finished their work go on and play, or go on the reading corner and play with the puppets and things. And it made them …

Anna said she was stressed and in many ways this was indicative of the critical event when she thought. "What is happening here and what can I do?" She sat and thought and in a few moments told us all:

> At the very beginning? I think they were all generally very motivated because the work was … it was fun work to start with, even the handwriting, they got to use different coloured pencils and they really enjoyed doing that. So I think because it was really related to what they were actually doing throughout the week, they were just motivated because it interested them, the work. And then they were unmotivated when they saw the play side.

I found her ideas engaging and intriguing myself and I wanted to know how did this make her feel, when she was watching the students? Anna said with confidence which was most unexpected for me, as she was willing to be so open and vulnerable:

> It stressed me out a lot because I felt like all of a sudden the room was becoming chaotic when everyone was off, like the ones who'd finished their work, they were off playing and that was fine, but the other ones would run up to them and try to tell them something. Or like, grab something off them and that would just make me feel. It was really distracting and if one student was doing it another student would do it. And all of a sudden the students would get up and sometimes I'd just be like, what do I do? What do I do? But that was fine and I knew that it wasn't … that the work wasn't interesting, it was just that maybe it was just distracting them.

Anna's discussion reveals key critical events where she responded through reflection to become a better teacher, often there and then on the spot, through a few examples like rotational groups, teaching an integrated lesson, and reconsidering notions like how to use a response hierarchy. Her creative arts lesson was embedded with ideas about integration. She was even able to engage her own classroom teacher in the lesson, offering a truly genuine communities of practice environment. Anna demonstrated that she was a scholar teacher and was drawing on an inquiry stance (Cochran-Smith, 2005), to help make theory-practice connections taught to her two years ago to initiate response hierarchies and ideas on rotational activities. She modified on the spot to students' behaviours and deliberately chose to not always pick the hands which went up. Throughout her discussion she reflects upon her practice, with the aim to embrace every opportunity and critical event she could, to immerse students in learning experiences to facilitate engagement. She had a strong desire to ensure that teachers relate classroom work with the daily lives of their students. Interestingly, Anna does not specifically talk about theory informing this process, but she alluded to it throughout our discussions and clearly has reflected upon what she

has learnt, and has a strong understanding of the importance of context when supporting engagement in the classroom.

4.5 Portrait of Grace

Grace and I were having a brief chat during which she explained to me that she initially enrolled at university to study accounting after her family urged her to enter this field. But she decided very early into the degree it was not a profession she could see herself pursuing, as she wanted to have an impact on society in a different way. She indicated that teaching was a profession where she believed it was possible to make an impact upon society.

During her time at university Grace was the president and founding member of the university's student Education Society. She told me that she enjoyed a challenge and that she was keen to improve any opportunities for pre-service teachers to enhance their career. The society has a Facebook page and a Wiki advertising many events that were organised by Grace, in conjunction with a representative from the School of Education and myself. That said, Grace is a quiet, respectful student and when she chooses to speak she does so when she feels she has something of importance to offer. Otherwise she will sit quietly and listen to others talk.

Grace and I first met for this research when she was in her third year at university and she had just completed 15 days of professional experience. She began by explaining she had undertaken her teaching with a class of students in Years Five and Six. She outlined that when she first arrived in the classroom many of the students speculated about who she was:

First impressions are important and the students were curious to find out about the new person that had entered their classroom.

Grace seemed to be aware that speculation is a common response when people do not understand a given situation. However, she quickly identified that as she moved into teaching her first EVER lesson, and as it progressed she felt a sense of student engagement. Grace then went on to describe a lesson that she taught about fractions:

> Fractions in maths, just adding fractions and ordering fractions from smallest to largest. So I integrated the Avengers because they came out at the time. One of the kids - one of the boys wasn't really interested. At the end when I brought out the [cupcake], he's - oh this is the best, this is so much fun. So I felt that he was really engaged because he didn't feel like he was working. It didn't feel hard to him because he was learning but he was having fun. It didn't feel like formal learning.

In her comments, Grace revealed how she was able to use her passion for baking and interest in a popular TV series as a way to engage her students with ideas about fractions. Grace also quotes a student who told her that the activity was fun and she then takes this response to indicate that the student was engaged, possibly because it did not feel like a formal approach to teaching fractions.

The enthusiasm Grace has for baking then became a theme for a slideshow story she created using the Smartboard where the cupcakes were turned into different characters. The cupcakes were colour coded and made of different flavours and cut with knives. After the lesson was introduced Grace asked the entire class to work in groups to draw and explain the story to the rest of the class. The students were once again completely engaged with the activity. Grace even noted there was another pre-service teacher on professional experience from another university in the classroom and as the lesson progressed he too became engaged and wanted to cut a character out as well. Grace commented that the male pre-service teacher from another university said, "You guys, let me do it this time guys." Grace saw this as a critical event with engagement with a PST and the children in the class, as they became involved without her having to "push him." Grace reflected on the choice of cupcakes in her teaching:

> I use them - it is easy for me to bake really quickly. So - but also with fractions I felt that I really hated them in Year Six and I couldn't get it. So my mum chucked me into Kumon until it got drilled into me. So I'm now - I'm really quick at fractions. But I thought I don't want my students… to go through that same thing and waste money on tutoring. So why not bring in cupcakes, because that's what fractions are. You can see them. You can feel them. That's what I wanted.

Through reflecting on her own experience of learning about fractions Grace recalled how she "hated" the experience. She was also reminded that while "drilling" was the approach used to teach her about fractions she did not want her students to have this experience, and thus sought another way to engage them in learning. Her idea to use cupcakes offered the chance for students to see and feel what it was like to create fractions.

In one of the research conversations Grace and I talked about disengagement. Grace made it very clear that what she was about to discuss was hard for her to open up about. Nevertheless, she was willing to share with me her very personal journey with disengagement. She went on to say:

> …my first prac was great in Semester One. But my second prac, all the lessons were smooth except this one lesson. I'm sure you've [all] had kids with learning difficulties in your class. But I had this one child…he was meant to be at a Year

Five level but he was reading and writing at a Year One level. So still really big writing. He could only write a few words of really bad spelling. He was always taken out of class to do extra English, extra Maths. So he'd always – he'd miss some of my lessons that I tried to aim at him. So I really tried to get him engaged in lessons say when I'm in my Maths lesson, when I was doing bar graphs. I got him to come to the front and be the survey taker; what's your favourite ice cream flavour or something? He would put it on, so he could [get attention].

Grace's discussion highlights a common experience for students who are withdrawn for special intervention and how when they return to a whole class situation there are challenges re-engaging them in the classroom setting. Grace is sensitive to this issue in the classroom and demonstrates her attempt to support the student to become engaged in the classroom. She does this by creating the opportunity for the student to have a special job as the "survey taker." I sought to clarify what ideas were informing Grace's approach to help the student reconnect. Grace continued:

Yeah. So I wanted to get him really engaged. I noticed that from the beginning of my prac in semester one, because I stayed with the same class - he was trying to impress me. I think he wanted to have - set a new impression to me - of himself to me. Because other teachers see him as behind and he gets treated like that. Him and his brother get treated like they're always behind.

Grace's discussion shows her desire to establish a deep rapport with a student who is often seen as troublesome. This experience although challenging for Grace on a personal level showed her ability to nuance and cater for individual students in a whole class environment with the end goal being shifting a student from being disengaged to one who is engaged. Grace explains what she did:

So, I divided them into groups to do surveys. They could choose their own surveys and create graphs together. So, he was the surveyor of his group. He started to write bar graph and he spelt graph wrong or something. I had one kid who likes to tell me everything. So, he's - spelt graph wrong. I said, it doesn't matter. I spell stuff wrong all the time. Ken got really upset and just ran off and into the little computer room and slammed the door and started throwing stuff. I just - I haven't been trained in any of that kind of stuff. We did do classroom management but I felt like nothing really prepares you for when it actually happens. What do you do…? Yeah, and my prac teacher took an approach, I'm not in the room so you can't use me. Because I said, oh what should I do? I don't think she realised that he was really, really upset. So, I tried to talk to him…

Grace showed the co-operating teacher was willing to let her take a risk and use pedagogical principles to manoeuvre her way through an explicit teaching opportunity. For as Grace explained the co-operating/supervising teacher fostered a real-life experience, where Grace would need to manage student behaviour on her own, without the opportunity to call upon

another teacher to step in when things got hard. It seems Grace accepted for her this was a time to reflect and see how she could reconsider her ideas on teaching but even more so considering the timetable of the classroom, she was able to negotiate a better to better support success with engagement in the classroom for this one student, who Grace reported had a history of non-compliance in the classroom and playground, and was behind in aged ability in subjects, especially English. In the end the winners were the students who became engaged, as upon reflection and strategic thinking Grace turned a failed lesson around developing her ability to manage all students, not just the one misbehaving, with challenging approaches to teaching and learning. I asked Grace what this opportunity afforded her and what it meant. Grace explained:

> Because I'm not in the room. At the end when I tell her what - that he was throwing stuff, she said, oh I had no idea and stuff. I - every time I'd talk to him in the room, the class would start to get crazy and [unclear], and chaotic. So, I was battling between one child who I didn't want to leave, with the rest of the class who I wanted to learn. So, it got really nuts and he started chucking mousepads, starting slapping the computers and everything. I tried to talk to him. I got so upset and I cried. So, the teacher had to stop the lesson and just - she had to take over and stuff. But similar…

This opportunity to reflect afforded to Grace a chance to develop her ability to address the challenges faced by teachers on a daily basis - how to engage one student whilst the remainder of the class are already engaged and willing to learn. Grace saw this experience as a critical event or the "*defining moment*" and she went on to explain:

> I learned that you can be so prepared and planned and prepare for your lesson for hours and think of everything in your lesson plan. But in the moment you have to adapt to anything. You might not be able to finish your lesson. One child - it could take a different angle if one child gets really interested in something, or - you know? So I really learned that and learning how to deal with children who become very disengaged, that was a big thing for me in my…

If afforded opportunities to reflect upon practice in the classroom PSTs are able to connect the dots. This discussion offers an example where by helping one student connect with a lesson can help the entire class and support the PSTs sense of satisfaction, as they help a student become engaged. I used the opportunity to explore this topic further and asked Grace what happened the next day, she said: "Yeah, I was so different, I changed my whole approach. I did a shorter lesson. I had some ideas but I let - I just let the class takeover. I did it…" It was at this point that the discussion moved in a new direction and Grace explained how she used a video about how Aid Organisation helped kids. I asked Grace what happened the next day to assist her to explore the indicative topic. She said:

Yeah, I was so different, I changed my whole approach. I did a shorter lesson. I had some ideas but I let - I just let the class takeover. I did it…"I played one video about how children - how Aid Organisation helped kids. I showed them schools in poor, developing countries. They were just all quiet…

Then the group began discussing their views on the use of videos in the classroom. Roy joined, in but Grace stayed quiet the whole time, and I remember looking at her thinking to myself- "Why have you let louder voices talk over you?" This conversation went on for a while then Laura pointed out that Grace had not finished her story and could we hear the rest of Grace's story. What I respected at this point was how the PSTs all realised…oops we talked over Grace… as they were friends and they wanted to hear what Grace had to say next. It was a touching moment for me to see as a researcher, as I could see Laura wanted to let Grace finish. Sue said **"**Yeah, the Aid things. Sorry I cut in…". Grace began to speak:

Oh! just quickly, but I did - no that's fine. It was a history lesson on Aid Organisation. So actually, I did a video of kids in Africa or after a war to show what natural disasters do. But then I showed them kids learning in the rubble, in the debris left of their town after the national disaster. All the kids were just taken aback. I just saw them and they were just all stunned to see that kids were excited to get pracs with just a book and some crayons. The kids in this war-torn country were just so excited to just get a book. Kids in the class that I was - in the Stage Two class I was teaching were defacing their books and ripping out pages. So, then I started to ask questions, because I thought - because I saw they were all really engaged. I said, I want you to all do a quick power writing, two minutes in silence, about how do you feel about school. What does this - does this make you change your mind about how you see your schooling experience and everything? Some of the most disengaged kids were writing all this stuff like, I'm very grateful to be in this class and have books.

Grace went on to explain:

It made me feel like, I'm on a - I'm in the right direction now. I can adapt. I don't have to be - plan for hours to have such a great lesson. I felt like the kids will really remember that and I'm always going to remember that. My prac teacher was really happy with it too.

Grace came to a powerful realisation with this critical event with engagement, as she realised that in fact modifying lessons to support student engagement does not necessarily have to be complicated and will not always take hours to prepare. Her pedagogy in the classroom was flexible and negotiated.

The next time I met Grace she had finished her fourth year professional experience placement on Stage Two, Years Three and Four class. This time Grace seemed far more

confident and relaxed. She told me she had been offered a one day a week position as a Japanese language teacher at her current professional experience school. I asked Grace if Japanese was her cultural background and Grace explained no, but she said she was researching and getting help from a lot of other people to help collect resources and develop lessons. Grace explained she wanted to get a full time position at this school next year and she was willing to do whatever it would take to develop a good reputation. She was aware she had gained the eye of the principal through her work with a challenging student, Jack. Grace told me she loved this school and was willing to do all she could to secure a permanent casual position there.

When I asked Grace, "what does engagement mean to you?" She spoke with a sense of confidence and authority, which I had not heard in our first interview:

> The learning has to stick for a longer period of time for it to be successful part of learning and I also think as a teacher you need to be passionate about what you are teaching and your students and they should love what you are teaching and want to go home and do work at home. It does minimise behaviour problems. When the task is authentic the behaviour really improves.

Grace flagged the idea that if students are engaged in a lesson there are less areas of concern with behaviour problems. Grace had reflected upon her practice and realised the lessons she planned and the time she invested in Jack meant he became an active class member, who was engaged, and the winner was all students were afforded more opportunities to be engaged during the day: "I found it is engaging if it is higher order thinking tasks anyway. They just do it. They are so engaged you can just go around and differentiate where they are at, as you walk around." Furthermore, Grace made a connection between offering Higher Order Thinking (HOT) tasks and engagement with students. She had come to realise if she offered students an opportunity to reflect and apply concepts, as well as providing differentiation or adjustments with learning experiences, she had a greater level of success with engagement.

I asked Grace was she able to share any specific examples. She went on to explain she had two examples to share. The first was a critical event she had with an individual student, Jack.

> First was a kid called Jack, he was assigned to me by the Principal for social problems. He was told to not listen to women by his father and he did not respect women and the school was full of women. Jack had a strong interest in space I have been working on space with the class I am on and I was assigned to work with Jack every day for the 3 weeks to focus on social skills. We have been working on a project and I have invited Australia's leading astronomer Steven O'Toole to come and visit the school next. Jack will present in front of him next week a project Jack has made.

Through this discussion, Grace used an idea she learnt at University, that if teachers have high expectations of their students, the student will improve in the teaching-learning cycle. Grace spent many weeks working with Jack on a myriad of ideas. Firstly, she spent time with him on his social skills and his relationship with female teachers. On another level, she helped him to work on a Science project. She taught him a valuable lesson in life which is he can complete tasks set at school. Although this was a predominantly home-study assignment, Grace supported Jack to work on the project at school. Grace described an example of how Jack developed in social interaction:

> So, first off he would take my laptop and walk in front of me. The first time he met me he was rude. I have had to train him to open the door for me. He started to remember his glasses. He is the one directing the research now and he now dreams of becoming an astronaut. I have seen him grow from this problem kid and he is 8 years old and is now able to talk like an adult. He now waits for me to walk in the door first.

Grace believed in Jack and expected him to follow through with social etiquette. Grace told me she values manners and respecting elders, as for her this is valued by her culture. Jack and Grace had developed a relationship where Jack was able to grow with his social skills, such as showing respect for adults. He developed so nicely he was able to engage in conversation with an adult. At another level this reciprocal relationship saw Jack also was afforded an opportunity to complete a project to showcase to a guest speaker, Steven O'Toole. This was a critical event for both Jack and Grace. For Jack, he was able to develop in areas like social relations and completing tasks in class. For Grace, she was able to follow through and help a child achieve completion of a school learning experience by overcoming many obstacles.

The second example Grace chose to share was a whole class experience based upon a Science lesson. Once again, Grace supports her journey with teaching and learning and engagement by using food. This time she chose to use mini Oreos:

> Yesterday I did my last lesson on the moon on phases. With my Stage Two class I gave them homework. They had to draw what the moon looked like every night I wanted them to see the cycle of the moon. I got them to represent the cycle of the moon in small groups using small Oreos. I let them choose groups to be in as it was the last lesson and they were mature enough now.

Grace's discussion offers an insight into her experiences on professional experience. Firstly, there is evidence of some connect/disconnect between theory and practice. Grace, utilised food to help engage and motivate the class. She chose to use the behavioural model, as she decided that this best supported establishing a strong enough rapport with this class that she could afford

the students a few freedoms in particular the opportunity to choose who to work with. She chose to give this opportunity to the class, as she felt in response to her many lessons over the professional experience program, they had developed a sense of maturity where they were able to work on a task with chosen class members. I asked Grace, "how did they use the Oreos?":

> They opened up the Oreos and carved up the phases. I would call out terms like wax, crescent, waning and they would hold them up. I would do visual, kinaesthetic learning to make sure all kids were learning. They got to eat them at the end. They were really excited. At the end I put out 3 question boxes: The Stars, The Solar System and Life and other planets. The boxes are full of questions by the kids ready for Tuesday. I even told the kids to do a personal project at home. It was to be an original creative project by Tuesday but it must be their own work. They have all just done it because there was a purpose it was authentic because on Tuesday Steven is coming and they can show him what they have done.

On a personal level I noticed Grace's voice became quite excited and I began to wonder how this made her feel. I asked her how did this make you feel?

> I feel so good. It has been the best experience ever and the school has really noticed me because of that. The Principal introduced me to Jack because he thought I could use my skills to help Jack. It has really helped me as a teacher. It has really helped me to realise what I could do. I have done things I thought I could never do. Teaching Science is very scary and something I thought I could not do. But, it is really not all that bad if you have resources, skills, plan ahead and get help from other people.

Grace's portrait offers some salient features through critical events like her success involving another PST from another school in her very first lesson, even as a PST on professional experience. Grace showed strong skills in leadership, which were embedded in her desire for all to succeed and feel appreciated. Grace developed a sense of self-satisfaction with her own practice as a PST, and identified herself as a classroom teacher based upon successes with engaging people she met along the way. She made a connection between the importance of having resources, utilising your own skill set, planning ahead and the satisfaction she has from helping others, and the importance of communities of practices (Wenger, 1999) and she was most definitely moving beyond the notion of a scholar teacher.

4.6 Portrait of Roy

The following portrait provides a description of Roy and specifically explores his ideas and approaches to engaging students in learning. The analysis of Roy's narrative showed that engaging students in learning spans a range of differing but converging ideas, but for him,

offering opportunities to develop relationships with students and colleagues were the most meaningful part of student engagement.

On the morning of our first discussion Roy arrived early and he said he was keen to be involved in this study. During the community discussion Roy began by talking about a particular event from his childhood that had influenced his approach to teaching, and ultimately student engagement. Roy told a story where he readily acknowledged that his own parents did not seem to understand the importance of learning to read. Because of this event in his childhood he believed this was why he struggled with learning to read when he was a primary school student. The event Roy chose to describe changed his exposure to reading when he was six, and his eyes were opened to the wonders of literature after his aunt and uncle purchased him and his sister copies of the National Geographic magazine. Roy said:

> I want to thank my aunty who was actually a teacher at the time, who subscribed myself and my younger sister to Australian Geographic magazines. At the time… It was really beautiful. I would have been maybe five or six. So I remember my younger sister going to my room, getting the National Geographic magazines, flicking through them, looking at pictures. We were just learning basic book orientation and things like that. It wasn't - I would have never thought of that moment. It really - having that personal reflection on something so true and yeah, I didn't think an assignment at university would ever move me in that way. But I went back and thanked her.

By discussing this example of "basic book orientation", Roy's analysis of his own personal childhood experiences reveals an understanding of the skills required by beginning readers along the literacy learning continuum, suggesting echoes of theory (Clandinin, 2006) as part of the research puzzle (Dubnewick, Clandinin, Lessard & McHugh, 2017). For example, Roy's discussion indicates that during his university studies he developed an understanding of book orientation through reflecting upon this childhood experiences. The necessary skill of book orientation is essential for novice readers and is often achieved at home prior to starting school, as evidenced in Roy's experience, or within the first year of formal schooling. The comment of "flicking through" suggests Roy understands the importance of turning pages and in what direction. Further, looking at pictures, as Roy noted, is a key process utilised by novice readers to help support meaning and develop skills with comprehension when reading.

When I asked Roy why he thought this opportunity offered to him by his aunt and uncle was so important. He said:

> She actually told, me because she was a nurse and then later on a teacher. But her husband was a doctor. She told me they used to help because they had children later on in life. My older brother

and sister, they used to babysit them for my parents. He said my brother would sit as a baby on my uncle's lap and he would read Lord of the Rings. Most people think, oh wow that's weird. But no, just seeing that love and that passion for reading, it's very important. I think - I saw - personally I never got it at home. My parents really - if they could've they would've. But they didn't have that understanding. I think as a teacher we can really harness that. So, don't think the little things don't make a difference because they really do. So yes, I think reflection in general on something. So, it seems so basic but so powerful.

Again, we see Roy is making connections between his university studies and his childhood experiences. He understands the value of role models in one's life when teaching underlining beliefs like a love a reading and how this can be an enjoyable experience, and how these are very important in the literacy journey. He clearly values the notion that teachers can harness and make a difference in the lives of their students, through being caring and showing the emotion of enjoyment. This discussion reflects Roy's values that teachers need to show they care, and like students can find the classroom and learning enjoyable. Roy also values relationships and their role in supporting his journey with learning to engage students in the classroom.

Roy went on to explain what he saw as a critical event, during his first professional experience opportunity. Roy described an experience with a Year Two class and how he *"was playing the game…"* He described his supervising teacher as a teacher in her fifties who was a bit different to him. He said, *"Obviously not my style of teaching, but I was there for a purpose, I'm a prac student"*. He said, *"Basically I was playing the game…she's the one marking my report so you've got to concur, you've got to agree"*. Roy, it seems, faced a dilemma at this point, challenging his professional judgment. He noticed by following the teacher's approaches with discipline this actually led to disengaging a child. It seems the child was not paying attention to the teachers' instructions and as a result she put his name on the board. Roy explained what was interesting at this point of the discussion was the question was on engagement, but Roy decided to discuss disengagement, suggesting this critical event must have been quite influential upon Roy's thinking. Roy went on to explain the discipline approach was to put a student's name on the wall/board. However, with this specific example the child became upset and did not want to work for the next one to two hours. Roy explained when he asked his cooperating teacher about it and what she thought was wrong with this student the supervising teacher said, *"…oh, I put his name on the wall so he's got the shits"*. Roy saw this as:

> It just seemed to defeat the purpose. We've only got them for six hours. You putting his name on that wall, when you could've said, hey this. But that's a clash of management in a classroom I

thought. Really disengages a student and you've got to weigh up at the end of the day, is it really worth it?"

Roy went on to describe what he would do:

> I would be more okay maybe so but let's move onto this… you (sic) nipped in the bud, yeah and just move on with it. Where this way it was boom, name on the board, but then later regardless of whatever we'll teach you next, he wasn't going to take it in.

Roy's discussion on engagement reflects his understanding of the importance of positive teacher student relationships (Furlong & Christenson, 2008; Jimerson, Campos & Grief, 2003) as evidenced in research. It also demonstrates a level of personal reflection on Roy's behalf, and his desire to use experiences such as this to help him decide upon his approaches to teaching in the future, which influences teacher student relations and ultimately engagement. Roy is reflecting upon opportunities offered him during professional experience.

Roy described a successful experience with engagement in response to another pre-service teacher's explanation of her decision to make her own videos of her daughters brushing their teeth to support the PDHPE program. It appears by listening to Sue, Roy considered her discussion and offered some personal reflection upon decisions he too has chosen to make, to support his classroom practice:

> …it makes sense though, when you think about it. Students when they're watching that video, right, they're seeing it and they're hearing it. But when they - some of them they see you speak and they're just maybe looking at the walls and they don't take it in. Where if they're zoned in, so you've got them zoned in. So yeah, you can use it. That's similar we use a Smart Notebook and those - the IWBs - appropriately. You can engage them for that point and then bam, you build on from it. So, it's not like your whole lesson is just watch a video, okay fill out these questions based on the video. You're choosing it as - like a platform to build on.

Through Roy's discussion we can see he values the use of technology in the classroom, as a measure to settle the class after lunch to prepare the students to get ready for learning. This is an example of background busy work, for Roy did not choose to make a connection between the lesson to be taught and the video chosen. He chose the one as a platform to get attention rather than preparing for learning. He did make a connection between seeing and hearing, and the role this may play to support engagement as advocated by Dewey (1938). This concept of zoning in students seems to be a key element Roy aspires to. The concept of zoning in suggests this is an example of a desire to engage students.

Roy outlines how using technology can underpin his practice and success with gaining the students' attention after lunch. Roy went on to explain why he liked using videos after lunch:

…okay it's after lunch, let's watch a video to calm our students down. So it's similar to that. You watch a video. Okay, you get the mood in the classroom ready for learning. So not just they're taken in through sight and hearing they know, okay, we're getting ready to learn. So, the mood in the classroom is going to be…

The discussion then moved on to what happens during university studies. Roy went on to explain his thoughts about critical events with lectures:

Yeah, it's like 50/50; they've got to see you want it. They might say certain things and put their feelers out there. I remember Dr Jim, he did it to me one day in class. He was, okay, that's your outcome, that's what you say the students will learn. But when they leave the door, when they leave the classroom, what have they actually learnt? It was like one of those aha moments, wow, yeah. So whenever I'm doing a lesson plan now I think by the end of my lesson when my students leave, what would they learn? I think too - in Education it's different. I haven't studied any other degree so I don't know. But I know in Education they don't - they want to see you do well. They know what you're going to do it for. They've been in your situation. They can empathise. Whether look - I could name - rattle all my lecturer's names and I guarantee you in 10 years I can. If you ask someone in Accounting, someone in anything else, that they wouldn't be able to do that…

Roy's discussion offers an insight into his notions on engagement for he could connect the concept of outcome with student learning and the impact of his university studies. He valued the support offered him through his studies and his belief the University wanted him to succeed in his career. Further, he noted this Faculty offered a personalised touch, which he felt would make an imprint upon his memory for years to come.

It was at this point in the discussion Roy went quiet and he listened to other participants speak about their experiences, although his body language suggested he was highly engaged. Roy made a comment in response to Sue's comment on learning theory, because going out on professional experience. Roy noted:

You say they're co-dependent. At XXX University your first two years are just theory. Then, after that you do your prac placement. Would you think it would be helpful if you went and at least experienced what a school environment is like for a few days? To see yes this is me, no this isn't me. Then you could always use that as a memory to flash back to the theory.

Roy decided to ask the others a question:

The question of like the theory practice - if I'm going to throw it out to each one of you think about it. Just name one thing you've learned and that you would implement. I think social development. That one sticks with me, I don't know why, but a rapport between students. I know that that rapport has definitely helped me in my prac…. So that's what I feel. I'm saying it as social development is my theory thing that sticks with me. But what about you guys? Is there anyone…

Through this discussion, we can see Roy values theory practice mechanisms, and in particular rapport with students. He saw that he could utilise the theory of Bandura and social learning (Duschense, McMaugh, Brochner & Krause, 2013) to underpin his practice.

After all the participants discussed what theories stood out to them Roy mentioned a critical event which had influenced him and his approach with schools. This was not in response to any specific question asked by the researcher, instead in response to a comment made by another participant on the impact a lecturer Norm had said, "*everything speaks*":

Yeah, and he spoke about everything speaks. So the way you carry yourself. So even I personally dress professional every day. Some students came up in the playground and said, Sir why do you wear a tie? I said, well you've got to wear school uniform, you're expected to dress a certain way. I believe I must dress a certain way. I actually saw the standard in teachers, [start rocking], shirts. But they still wouldn't button them up and they'll be scruffy.

One of the female participants, Sue, was intrigued by this and asked did Roy lift the standard of the school. Roy said he felt he did and he was approached by one teacher who said:

One teacher actually - a male teacher confronted me and said, do you mind losing the tie? You're making us look bad. Then I said, personally I've started it now I can't stop it. That must have been hard for him to come and do that to me. But obviously, my life experience - and I'm - no I'm not just going to do it because of you.

The female participant, Sue was interested and asked what did the teacher do? Roy explained:

Oh! he just laughed it off. But it just shows that he's teaching [this]. Because um - he was a PE teacher but then someone replaced him when he went away and they did a better job. He couldn't come back and do his job. So, he's got - given - casual work. So, it shows. But…

It was at this point I asked if the participants would like to add any more comments on engagement. Roy immediately said:

> Caring, it's so basic, it's how you're doing, knowing you. Being approached by a teacher, oh, how's that? It's not just basically knowing you for your student number. But I know it's hard you've got 400 students or whatever. But it's nice being acknowledged outside…

Before I met with Roy I read Connelly and Clandinin (1990) again and this quote stuck in my head as I was getting reading for our final conversation: "By listening to participant stories of their experience of teaching and learning, we hope to write narratives of what it means to educate and be educated" (p.12). I had read of the importance of lived experiences (Dewey, 1938) through the telling of stories. I knew by this stage my research suggested that the development of teacher identity is relevant during preservice education, as it is a process which develops and changes over the life of one's career (Beauchamp & Thomas, 2009, 2006; Freese, 2006). Beauchamp and Thomas (2006) determined Preservice Teacher Education programs should include studies on identity formation.

My final discussion with Roy was held at the end of his studies. At this point, Roy had completed the entire 60 days of professional experience and a four year full-time degree. In the discussion to follow we see him reveal his journey with making sense of his life in the classroom, as he experiences more critical events with engagement. Analysis in this section of the study focuses upon practice, and what Roy yields from practice in the primary classroom during professional experience.

When we met for the purpose of the study, Roy told me he had recently completed his final professional experience program. He explained it was a 23 day professional experience placement on Early Stage One, Kindergarten, in a low SES community in metro-centric location at a public primary school. I began the discussion by outlining the same indicative topics from the first meeting. The first indicative topic posed, "Was what engagement means to each participant?" Interestingly, the answers were deeper compared to our previous discussions and were certainly far more multi-layered (Clandinin & Connelly, 2000). For example, with Roy, what was evident in his discussion was the growth in his ability to reflect upon his practice, and a new dimension/capability to discuss his own ideas and beliefs on teaching and learning as an emerging professional, suggesting a shift in the development of his teacher identity. Roy explained what he thought engagement was:

> I see it in two parts. Obviously the students are focused and that they're willing to learn, but then also on the side of things that they're actually learning what you want them to learn. So I think, I did a maths lesson the other day, and it was on o'clock, so telling the time, what o'clock is this. So engagement would be that they're on task behaviour, that they're focused, that they're doing it, but also a week later when I reassess it, that it stayed in their mind. Yeah, they were engaged but they

learnt it and they could repeat it later on. That was what I think engagement was in terms of my classroom at the moment.

Roy's response offers some insights demonstrating he has a deeper understanding of engagement and the role of the relationship between teacher and student. For example, Roy changed his view from engagement being his sole responsibility to a shared process and journey between the teacher and student. This discussion suggests Roy had developed a deeper understanding of engagement and it appears this has changed through experience, most likely from experiences with university studies influencing his development. Roy's discussion is a multi-layered process with different roles and responsibilities for the people involved (Connelly & Clandinin, 2000) and this quote was also on my mind- "…let experience and time work their way in inquiry" (Connelly & Clandinin, 1999, p.12).

Another key insight for Roy was the ability to demonstrate an understanding of a given concept after the original lesson, in other words the student could apply their learning during another lesson.

It was evident throughout the times we met together the discussion was quite open, but this time there was a difference. They appeared more confident, using theoretical terms in relation to practice. In response to other participants comments on engagement Roy noted:

> Yeah, I think the zone of proximal development, but also that high expectations. I expect this, and I think they really respond well. So yeah you get that engagement through the high expectations, like, this is what I expected, and they thrive on that, so it feeds into that engagement as well.

This comment suggests Roy has a good understanding of theory practice mechanisms or evidence based practice. The metro-centric university model towards teacher preparation involved two distinct aligned parallel paradigms. One is theory underpins teaching and the other paradigm involve a skills based approach. Combined, upon graduation from this university there is an expectation graduatess will be scholar teachers. Roy reflects this notion throughout his discussion.

In this discussion, there are two key examples of Roy's utilisation of theory in his practice. Firstly, Roy's discussion suggests he could see in practice Vygotsky's (1978) Zone of Proximal Development, which was taught in a first year compulsory unit and then reinforced in other units. This is a clear example of the resonating thread of the connection of theory with practice. Additionally, Roy's discussion reflects another key theory to practice notion called teacher expectations. Research suggests if teachers have high expectations, students will improve their achievement in class (Sherwood, 2017) and the importance of socio-emotional climate

(Solomon, 2014). It seems engagement is key to success with both theory to practice mechanisms for students are required to be engaged in class to be able to use these theory to practice concepts. Roy explained an example with engagement and a student he taught:

> It would probably be - I'm trying to think of a boy - obviously his name would be either Ben or James. So these students are at the lower end of the learning continuum in Class 1, so he has a learning disability and the other - obviously he comes from a home environment where he's not really focused. So, the transition to kindergarten has been a complete shock to him… Yeah, so the first boy, James, when I saw that engagement, that connection with the learning, for example, I think back to a lesson - what would be a good one - one where I was telling recount or something to him, and he could relate to a personal experience. So for him, to have that power of, oh, I can actually do it, and I can do this, he was really focused and on task. So, I think…

Roy's discussion reveals he has an understanding of the influence of the home life upon schooling and learning, such as the success with writing recounts. Roy's discussion demonstrates he has a belief that a key to help success in the classroom with literacy for example, is the role of family life. Roy understands commencing school can be a 'shock' for some students, and in this example he links it with home life, and the influence of an ability for the student to make connections from home with learning in the classroom. It appears from this discussion Roy values the notion of connecting classroom practice with personal experience and opportunities, or activating schemas as outlined by Vygotsky (1978). However, in James' case he is not exposed to these opportunities at home, and Roy believed this is influencing James' success at school.

> When Roy was asked how he knew James was focused on task Roy explained:

> Because he would call out, he would always put his hand up normally. So its behaviour that I was like, James don't do that, or James, do this, where he's actually in it, and he's really happy. Just that enjoyment in his face, he was like, oh [Mr Western], come look at this and really happy. It made me happy too. I'm like wow, you're enjoying learning. I think that enjoyment of learning was one way I saw engagement through Justin. The other boy, Brock, it's kind of like, he will race to finish and will scribble something, but then when you see he got it, and I'm like, oh, well how did you get that, and he would explain it to me, and you can see the moment where he is like, wow, I'm actually telling you I know this. They're so used to having, okay, I'll draw this, now you trace it, very low expectations, and it was like, okay, I'm going to give you a task. It's a bit of high risk, see how you go. I think they really thrived off that, and also being male, I don't think… Myself being male, because my teacher said, he didn't have a dad at home, and he hadn't really had that structure or that environment, so he reacts differently to you. So that was something I took on board. I'm like, okay, cool, but yeah, I personally saw when he felt like he could accomplish something. It helped with his engagement.

This explanation offers some more insight into Roy's practice based upon his observations of behaviour in the setting or context. Again, Roy revisits the concept of teacher expectations and how he valued the notion of high teacher expectations. Roy understood this approach could offer risk, but he had the confidence to pursue theory he understood from his studies at University. Roy was asked if he had thought of this experience since:

> Yeah, I have, because I've developed a pretty close rapport with that whole class. I don't know, you take it home. It's an hour and a half drive home for me, so I do reflect a lot on the day. I'm like, okay, how did I deal with that boy. I personally gravitate towards those children that need a little bit more. Not that you can reflect and see oh, you can relate, or that could be me, you know. You just try to focus - you do a little bit more reflection and a little bit more time on that. I try to think, okay, one thing what will I do next time I see him, or what can I focus on. It may be like trying to pull in stuff I've learnt at Uni, like I'll try I messages with this behaviour, or I'll try this. Sometimes it fails, and you can get a little frustrated, like, oh. I remember I was trying to explain something in math, and I'm like, three plus - I'm like, oh my God, I've become one of those teachers, trying to push him towards the answer. But yeah, I think it's just that, the reflection I've had, it's be patient, be persistent, but give him the opportunity to show success.

Roy values the idea of time to reflect upon his practice so he could return to school the next day. It is evident throughout this discussion Roy sees this is a time consuming process which yields rewards. Reflection taught Roy valuable skills he can utilise in future lessons, namely patience, persistence and opportunity.

Eventually the discussion moved onto disengagement. Roy explained what disengagement meant to him:

> I think a classic example is when you go in to teach a lesson and you're like, you're frustrated by the end of it, and you think, okay, what are they going to learn by the end of this lesson, and they didn't get any of it. That would be disengagement. There's sort of - that connection from the teacher to the student is prevented through that disengagement. My example would be similar to everyone; you have a student, you're doing a writing lesson, and they refuse to write. You will stand and, write this, do that, or you do a lesson and it will go straight over their heads. I found, I transitioned from Year 5 to Kindy, and I found it really difficult, because I'm like, wow, where are they up to, they're up to here, okay.

> When I couldn't teach within the zone of proximal development, I had no chance. They will disengage. I could tell within the first three to four minutes if the lesson was going to go good or bad. If that engagement is not there within that time, then you're just playing catch up. I think an

analogy the teacher used with me was, he said, you're putting out spot fires. You're trying to help this student, you're trying to help that one. So you really need that engagement, because once you've got disengagement from one or two, your lesson ideas have gone out the window. You can't be a teacher for 21 students or 24 students. You're trying to be a teacher for like, three students and then the rest of the class are getting neglected.

So it's like, I find, within those first three minutes, you've got to know who your students are and where they're at to cater the lesson for them, or they're going to be disengaged. It's going to go over their head.

Roy went on to give a specific example:

Yeah. It would probably be Ben. He just wouldn't want to do work. He'd just sit there, and I'll be like, I'll will go to the teacher. I'm like, what am I doing wrong? I can't force him. He's like, he'll just sit there, refuse to work, don't want to, scribble on his page, finished. Like, finished, he'd say it like that, and then, like, you're not finished, do that, do more, or do this. I was like, okay, I'm going to be a bit hard on him. They do behaviourist, so I put his face on the unhappy face, and then backfired; totally got really worse. I was just like oh, well if you work harder I may, you know. So I was like, oh, that's not working.

So I think I went the extreme. I was like, okay, you're not doing that, well I'm going to go this method and put you there, you know. So I think my personal experience, that positive behaviourist learning is probably too [entrenched] everything's great. … expect … done this tell me it's great. So I think I was trying to have to get that rapport with him, and once I've had that rapport, that engagement has been a lot easier, because there's trust. So when I'll be trying to help Brock, like okay, before, do this, but why? He wouldn't want to do it. Where he can see, okay, this teacher's got interest, and he's got thought behind what he's trying to do, so maybe I might try a bit more.

My example would be, at first, when I didn't have a rapport with him, he would not do anything – literally wouldn't do anything. Now that rapport is there, after I tried a few different ideas, I think that relationship between us really connected with his effort in the learning and the lesson.

Roy was asked if he felt he had got to know Ben better:

As I've gotten to know him better, yeah, but I tried things that the teacher would do that would work, but it wouldn't work because he didn't know me. So I think that relationship helped with removing that disengagement. Yeah, it's going to be there because you think, he's coming in, and it's going all over his head, but once we were able to get that relationship together and work out, okay, this is what level where you're comfortable at, we'll push it just a bit above there, but this is what I expect from you. That's got better, but at the same time, you've got to keep on it.

Roy offered very telling observations on reflection at the end, when I asked

"What would he recommend the university do to what he calls support?" The discussion moved onto models of professional experience and the possibility of introducing a mentoring or communities of practice approach. The following are some of Roy's salient thoughts:

> I reflect on my prac with also Laura and Kevin and Grace too; just friends you have outside, who are going through a similar thing, but I would love to have someone who is actually at a different stage of teaching who would be like, oh, okay, well, you know, try this, try that. I can be critical and reflect on my prac to a certain degree with my teacher, because my supervisor visit's done, I'm kind of past all that, oh, got to impress, got to do this, and we've got a really good relationship going, and I feel very lucky.

> I think reflective practices are good, but as much as you want to do it in the classroom, it's kind of hard because you've still got to toe that line. I found there's an assignment we did - it was critically reflecting on your teaching, and that gave me an opportunity when I found out how important relationships are in a classroom. Other than that, I didn't really know. I was like, okay, why can't I teach them - because my teachers tell me, be explicit, be explicit. I'm like, why can't I be explicit. Then I realised, I didn't know who I was teaching. So until I had that moment

This portrait of Roy highlights his ideas and approaches to engaging students in learning. The salient feature of this portrait is that relationships in various forms informed his thinking about engagement in learning, in particular with his fellow PSTs. As a group they chose to meet on their own to work out how to make stronger connections like theory-practice. Roy was able to reflect upon his personal journey as a learner, in particular his childhood relationship with his aunt and uncle. With regard to his peers he was able to describe, value and understand the influence of others upon his thinking about learning to engage students, such as his relationship between fellow university students. We can see from Roy's discussion he offered much insight with students, and how he valued the importance of a good working relationship to foster engagement in the classroom. There is little doubt from his discussion and reflection throughout the 18 month period, Roy developed a deeper understanding of the meaning of engagement and the connection with the importance of community. Roy is reflective about his approaches and shows that he has learnt from his experiences, both coursework and professional experience programs. His developing professional identity is evident, as he seeks to project an image of high expectations which he has of himself. He seeks to act as a role model (Bandura, 1977) this with his students and fellow teachers to foster engagement in the classroom through good habits and code of conduct. He was able to reflect upon when he disagreed with the autocratic style of leadership by a teacher in response to a student's behaviour. Even though Roy felt no option than

to play the game and comply with the classroom teacher, he realised that this was not the way he would approach classroom engagement.

4.7 Portrait of Laura

When I first met Laura, I did not know her very well. She had joined the study in response to the snowballing recruitment technique, and I was aware she was a good friend with other participants like Roy and Grace. After spending a short amount of time with Laura before our first discussion, it became apparent she has very definite ideas on what makes a quality teacher and the notion of student engagement. She explained in our discussion teachers should establish a strong student-teacher relationship. Laura described how she values the need to understand and cater for individual needs if she is to foster engagement in the primary setting. Laura explained two clear elements which influenced her practice. Namely, relating real world experiences in the classroom and teachers must be organised and well prepared for lessons well in advance. After just completing a block placement of fifteen days in a Kindergarten.:

> So, for me when I was thinking about it, I don't really have a concise statement of what I think engagement is. I think of things like a state of flow and high on-task behaviour. But from my experience in the classroom and combined with my own personal school experiences, the things I was more highly engaged with are the things where I set the goals. So more extended activities, whether it was creating a book or a major work. Things where you could leave it and then you know the next day you're coming back…

This discussion reveals that Laura values and chooses to set goals as a teacher to support engagement. In particular, the notion that students can set personal goals, which in Laura's opinion helps connect the learner with the learning cycle. Interestingly, Laura was very open from the beginning of the discussion and she is very aware she still does not have a complete understanding of the term engagement.

The discussion then moved on and Laura responded to another participant's question on when she reflects upon her practice:

> Overnight you would reflect, and you'd come back with better ideas, bigger ideas. To me that was exciting because it was a lot more than me… Yeah, and I liked that at the end you have a product and you could show it to your family. It was a lot more meaningful to me.

Here we note Laura can see the connection between reflection and engagement, in this case she found this led to the development of bigger and better ideas she could utilise in the classroom. Laura then asked permission to ask a question: "What behaviours or characteristics were shown to make you think that they [students] were disengaged?" This question seemed simple on the

surface, but I suspected Laura wanted to share her own experience, and by asking this question she was building up to explain an experience she had with engagement and disengagement in one lesson. Laura explained:

> I was doing a lesson in my kindergarten class. It began - it was a lesson on maths, equal grouping. I wanted to… My third year of Uni. So, in Early Stage One class. It was a lesson on equal grouping. I wanted to do it - something with concrete materials. I again wanted to make it really fun. So, I decided to do a lesson on parties. We were going to have a party. We were going to equal share pasta for necklaces and cotton buds for hats. So, at the beginning of the lesson the children were really engaged. I could just see that class everyone had eye contact to me at the front. Everyone wanted to give their answers and even there was (sic) a few kids in the class who weren't - they usually didn't speak a lot unless you really pushed them to. They were offering their answers and wanted to come up and use the whiteboard et cetera.

> Until the lesson when they had to create the masterpieces, the hats and things and the pasta wouldn't go onto the string. At that point in time it started off with just a few kids that couldn't get it on. Five minutes later no one could get it on because the string was fraying and whatever. But basically, the classroom just went chaotic. You could hear the conversations weren't on task. They were off, talking about [unclear] and things in the playground. It was - the point in my head I was all - I had fuzzy thinking and didn't know where to go from there because I had no…

Here we see Laura discussing a specific Art lesson where the students were making and decorating hats. Laura discusses a very valuable lesson learnt and she offered many good points here. She described what actions students display which demonstrate they are engaged, like giving her eye contact, facing the front where Laura was sitting and answering questions. Laura was all too aware that the students became disengaged quite quickly, as her idea to thread pasta did not work which she saw as an error on her behalf, as she had not ensured this could be done before the lesson. Laura went on to say:

> Yeah game plan, what to do when things went wrong. It was just absolutely chaotic. From that…I ended up having to sticky tape the ends of the string to get the pasta on. But it took - that lesson ended up taking me an hour and a half opposed to 45 minutes. I really think that the educational content was not abstracted from the activity, I don't think.

It seems Laura was able to salvage resource making by taking it on herself to 'fix' things but more importantly, she shows here how reflection helped her to prepare. She learnt a valuable lesson; always consider if there is an issue with assembling resources.

> Because it was too focused on the resources and not the ideas behind the resources… It made me think that next time I do a lesson I will prepare my resources better and actually try it at home to

make sure it works. Because not only were the pastas not going on the string, the cotton buds weren't sticking on the hat. So nothing worked out in the end that…

As the discussion progressed Laura explained:

> …it was one of my last - actually last lessons. I'd been there and I had had lots of successful lessons before that. This one just - for purely based on the resources and me not trialing them… The kids were capable and I did model it explicitly. They're kindergarten kids I have to show them down to how to cut it and the really fine details.

Here we can see Laura had reflected upon the previous lesson and ensured she was able to modify the lesson to support success. Key to this is the idea of engagement. Laura explained as the discussion moved forward the relationship she had with her co-operating classroom teacher. She explained:

> I actually have a really good relationship with my prac teacher. He was - he said, look if anything you should - it's a good thing it's happened. Because you'd rather this happen now and in your next prac and even in your career you want to be - smooth out the lumps in… get those experiences out now so you can learn from them and be ready. Now if I ever did a kindergarten class again where I would attempt something like that, I would be so overly prepared.

Through Laura's discussion we can see multi-layers of thought were in play. Obviously, she had a good working relationship with the 'prac'/classroom teacher, which she clearly appreciated, especially in light of the issue with this one particular lesson. Laura took on board his advice in terms of understanding it is "ok to fail" in a lesson. In fact he flagged with her that now is the time to have experiences like this. It is evident through Laura's discussion she learnt a valuable lesson, which is to ensure resources are appropriate, so she can focus upon pedagogy rather than classroom organisation. I asked about the very next lesson Laura gave:

> It's a good question. Probably was, just in my wariness though. It would probably be more on the inside of me. …I was just more awake, aware - ready for something to go wrong.

Laura went on to discuss her level of confidence in response to this experience.

> At the time it did, but when I walked away that day from the school, I think too, because my prac teacher was so good about it, he was like, learn from it. It doesn't matter. It doesn't affect me. These kids have - they can have 16 lessons in a day and go home and still be happy… and they're not worried. But yeah, I do think I was a little - I taught a little bit differently. But more in myself, I don't think it actually showed to the children. Maybe from the teacher's perspective he could see.

Laura did note in the end as she 'fixed' the resources which allowed each child to take home the pasta necklace on the next day as Laura fixed each one during her own time.

The discussion moved on to whether teachers learn from their pre-service teachers. Laura had been sitting quietly for quite a long time and listened. To me she appeared to be thinking of the experience she had shared, almost reliving it in her mind as the others talked. Then when I asked did anyone else find their teacher had taken on something that they had done, or did they learn from you, Laura commenced talking:

> Not my teacher… it was Stage One. The classroom next to me, the teacher actually came and used about two or three of my lesson plans that she'd seen me preparing earlier that morning. She came and grabbed the lesson plans and all the resources.

I asked was Laura happy to share? She explained she definitely was. Roy mentioned it was a compliment and Laura confirmed "Yeah, a compliment to the work I had put in." Laura was asked to explain the lesson plans:

> One, I remember was a book we read, The Little Yellow Chicken and the content we took from that was things that make you happy or things that make you sad. In the - the storyline had whatever plot and the things that made the chicken happy and things that didn't make the chicken happy. We related that to the children. Yeah, it was just more about feelings and about communicating those feelings with the class.

I was intrigued by this and asked, "did the teacher talk to you about the lessons after?"

> She did. She came up and she asked how they went? They did go really well, they were some of my best lessons, because it was a little bit different, a different style on a book. Because normally they read a book and do comprehension or whatever. They really liked it. She took it and I actually never got a chance to ask her how it went. Because my prac… She saw me preparing it in the morning. She was, that looks really good, what it is, and asked me about it. I explained whatever it was. At the end she came and asked me how it went. Then she said, do you mind if I grab a copy?

Laura created a word imagery as she explained why she thought the teacher asked to use her lesson plan:

> She was actually quite a young teacher. I don't know if that had anything to do with it. She - it's her first year full-time teaching, maybe not just - similar age to myself. She did - from the few communications we had in the staffroom and those informal things; she did show a lot more interest in how our park was going. So…Yeah, on - in line with that, I think she did have that

willingness to learn from me. You could just see it in the - the questions she was asking, she was more interested in even the things I was doing at uni.

To follow we hear Laura's discussion after completing all her professional experience programs. She is in her final few days with university studies. This time Laura had a professional experience program Stage Two (Years Three and Four). We began by discussed what does engagement mean to you? Laura waited for the others to have their turns. Then after some prompting she explained:

> I think engagement for me, in a classroom, it would look like the children are immersed in what they're doing, right then and even outside the classroom. They're in the moment, they're in the content more than just at face value. They're deep in it, and that can be seen outside the classroom by them going and taking that and learning more themselves, so that they're becoming an autonomous learner. Just they're immersed. I just feel like they're comfortably in it, it's not too hard and it's not too easy.

It is evident here Laura has a deeper understanding of engagement, for she highlighted the importance of immersing children in everything they do, and her desire to foster learners to become autonomous:

> Yeah. I find that, or just in what Roy was saying, the reflection pattern, I have a similar - not that I drive home for an hour and a half, but just you sort of think, what worked, what didn't work, what will I do again, what will I definitely not do again. Those things that - [pretty normal] after a day of park, but I also gravitate towards those ones that have different needs to the most part of my class.

Here we can see Laura has a desire to support those students who have different needs. When Laura was asked does she think about the students, she responded:

> Yeah. I remember Roy and I have had a conversation in between the two parks, not knowing who my next class was. We often would say, I don't want to start my next park because I'm so attached to the children in my last park. So those relationships were very - still there, and I felt like - not that I was cheating on my last class, I just didn't want to forget them and forget those good times. I just felt like, moving onto a next class - not that I was giving up on my last class, I was just sad that I was leaving them.

To follow is an example of Laura gravitating towards a child who was not engaged in the classroom. The discussion moved on to a child she had observed on her most recent professional experience. It revealed a very heart-warming story during a school excursion:

I was just thinking as Roy was talking - we went on an excursion to Manly Dam. So quite a different context to how we normally see the children. There is one boy in my class who has very different learning needs, where he constantly needs to be touching something. He has had OT specialists provide many materials. He has a sit and wriggle in class. He has to sit on - it's got spikes on. To see him - we did a bush walk around Manly Dam, he was so engaged, and he was telling me, I go for bush walks with my dad.

Immediately Laura could see potential for engagement when she noticed a child (Ted) with learning needs, who loves bushwalking with his dad. Here Laura realises she may be able to engage this child in learning in an outdoors environment (excursion to a local dam):

…he was in his element, and I could just tell that he was so open about his experiences in the past, and he wanted to share it with the kids in the class. Normally, in the classroom context he would be all over the place; standing up, sitting down, distracting other kids, calling out, all sorts of off-task behaviour, but he was a changed boy. Eyes bright any time the excursion instructor was speaking. He was so just there and ready. You could see that it was reciprocal. He was engaging with this guy on another level. I spoke to my supervising teacher about it. I said, oh Ted, I saw him today, I was so surprised; I've never seen him like that.

It is apparent from this discussion, Laura and the co-operating teacher felt they had tapped into an opportunity to support Ted with an engagement strategy:

She said something to me like, sometimes children learn better outside of the classroom, and you only ever see it on those times that you get to do things like go on excursions to Manly Dam. That was really interesting. For me that was - that had nothing to do with my lessons. It was just to see him learning in a different environment which I found quite touching in a way. I was like, oh, John, I'm proud of him.

What a wonderful experience for all three stakeholders. Ted clearly benefited by learning in that context. For Laura and her supervising teacher, they highlighted in this discussion they were able to look beyond his issues within the class and give him a fresh start. Laura goes into more detail:

Yeah. I think for me, before that I found it frustrating in the classroom being with him there, but yesterday that trickled away and I saw him in a different light. Whereas before, when I hadn't seen that side of him, I just was sort of never - I never predicted - I never would have thought that he would be immersed in something we were doing at school. I just never thought I would see that while I'm there. So that was the first time. I've seen that myself, and it's a privilege when you see that, and you get this aura, and you just get this…Everything I thought I knew about him, or my negative thoughts, were just blown up, they're gone.

Laura's honest discussion reveals she held little hope for Ted, but was willing to rethink her viewpoint as she was exposed to another facet of this child. This type of flexibility is core to teaching, often titled the development of pedagogical content knowledge (PCK) and what expert teaching looks like in a given discipline, and the importance of input, for example constructivist teachers, as modelled in the coursework at the university. We can learn many valuable insights about engagement from Laura's discussion. The importance of reflecting on what didn't work and how to change for next time. In addition, her relationship with the classroom teachers demonstrates a sense of scholarship of teaching through an authentic community of practice, when she shares her lessons and notes. Laura became a confident teacher upon graduation after she had reflected upon her many critical events during the professional experience opportunities reminding us how important the role of professional experience programs are, and the value of the connection with coursework.

4.8 Summary of the Portraits

In this chapter, I have shared the narrative portraits of six pre-service primary teachers from a metropolitan university in Sydney N.S.W. Through my evolving relationship with the students during the research and in writing and reflecting on the narrative portraits, I was able to become increasingly attentive as to what was important when thinking about engaging students in learning. The pre-service teachers shared their own unique journeys, but certain ideas were revisited across the portraits and these 'threads' (Clandinin, Lessard & Caine, 2012) helped me to further think about how the pre-service teachers were engaging their students in learning during their professional experience. Within each narrative portrait emerged stories of: the connection/disconnection between theory and practice; the importance of relationships with key people who taught the pre-service teachers about engagement; the power of reflection on experience in the context of classroom practice; and how pre-service teachers' professional identities were shaped. Each thread cuts across the research puzzle affording a deeper understanding to help me answer the research question: How do pre-service teachers engage students in learning during professional experience?

Resonating Thread One, the connections and disconnections between theory and practice, offers interesting examples and insights into how pre-service teachers engage students in learning. Professionals are defined as being specifically able to name a given theorist or theory, name key terms and concepts and how and why they use it (Saks, 2012) in their practice. Saks explains a professional is required to relate knowledge specific to a profession, and be able to offer experience in the chosen field in a critical manner to support facing challenges. Offering theory-practice connections are core to the profession of teaching, and one would expect this of

new teachers who are exposed to the latest research. Roy seems to be the strongest in this thread as he uses terms like Zone of Proximal Development and explains why it is important, even though he doesn't mention the name Vygotsky (1978). He is also able to name social development/learning theory which has a connection with Bandura (1977) and why he valued this. Grace is aware theory cannot be taught in isolation and a scholar teacher (Richlin & Cox, 2004) draws upon many theories but then her discussion alludes to theory rather than explicating it. Discussions offered by Melissa and Grace of critical events with engagement and the theory-practice nexus potentially offers disconnect on ideas. Motivation is tied to extrinsic and intrinsic and research might suggest that PSTS to draw upon the intrinsic model yet both Melissa and Grace offer a sense of disconnect and draw upon extrinsic motivation through behavioural means. Anna is responsive to ideas like integration and groupings as is Tony but yet very few formal words or relevant theoretical words are drawn upon. Anna and Melissa are able to draw upon the term 'response hierarchy' model as taught in their second year of coursework and continue to draw upon this into their final professional experience programs. What seems apparent is that there is evidence of echoes of theory in the practices of the pre-service teachers (Clandinin, 2006). ITE preparation programs are often focused on scholar teaching in contemporary times (Aspland, 2006) or inquiry oriented (Zeichner, 2001) but often these ideas do not come to fruition until experience invites reflection and cognitive dissonance prompts transformation. What is evident is success with engagement in the classroom through critical events, and the PSTs utilised a mix of theory-practice connections and disconnections, depending upon the situation and the community of diverse learners. Consequently, theory-practice became a core resonating thread across all six portraits.

The second resonating thread is the importance of relationships with key people who taught the pre-service teachers about success with engagement. Each participant offers a strong discussion of this thread, especially between and with students they teach, classroom teachers, family, teacher educators and PSTs as evident in critical events they nominate. Roy for example, offers insight with one of his classroom teachers and their autocratic style of leadership which he struggles with, but learns to play the game. He is also able to draw upon key childhood relationships as does Grace. Tony reports a concern with a relationship with a teacher and moved schools as a result. Each PST discusses most relationships with a sense of communities of practice, especially with their classroom teachers and each other and me. For example, Laura with the classroom teacher and her failed art lesson, Melissa with her classroom teachers and sharing resources. Anna and Grace both embrace scholarship of teaching where they actually lead their own teachers. This is evidence of joint construction between the teacher and student as

advocated by Dewey (1938). It is no surprise this resonating thread became core with connecting to PST identity formation.

The third resonating thread to weave amongst the portraits is the power of reflection on experience in the context of classroom practice. Most lessons discussed offered a critical event moment, or an 'ah ha' moment, and many chose to focus their conversations upon Mathematics, English and Science which is indicative of the focus in education in Australia. Yet, some (Melissa and Anna) experimented with integration of many key learning areas (KLAs). Melissa was able to teach through the use of motivational 'hooks', as did they all, and each reflected upon how these could be utilised to successfully engage students in the classroom. Roy for example, reflected on his way home from school in an endeavour to improve practice the next day. Laura was afforded the opportunity by her classroom teacher to go home and rethink and then re-teach her art noodle lesson the next day, as part of a maths theme on parties. She was even able to successfully engage a student on an excursion and was able to reflect upon why this student became engaged in the field rather than in the classroom, as suggested by Dewey (1938). Again this resonating thread indicates how pre-service teachers' professional identities were shaped through each of these threads.

The final resonating thread was how pre-service teachers' professional identities were shaped through each of the other threads. What is clear is that each PST developed their own sense of identity based upon their own unique experience with critical events and engagement in the primary classroom. Tony, for example, offers an identity which became more about him relaxing and finding his way, so he could shift teaching from fun to learning, often through what he called 'finding his voice'. Melissa gained in self-confidence over the time-frame, and in the end was crafting her own innovative scholar-based lessons, and was looking to support her identity through developing a scholar base library. Anna was a PST who beamed with energy and vibrancy from the start, and she embraced all and every opportunity to project an exciting, bubbly, infectious image. Her lessons were innovative, and she embraced many opportunities within and outside the classroom. Grace's PSTI clearly aligned with leadership and her approach was always inclusive and kind. Roy did battle with his identity, as he did not want to take on the 'autocratic' style of leadership modelled to him by one of his classroom teachers. He was able to reject this style through a myriad of ways, like questioning her ideas and discussing his experience with his friends and fellow PSTS and myself as his TE as he wanted a communities of practice approach. Finally, Laura offered a confident manner from the start and her identity became about strategic thinking and she too freely shared her own lessons and embraced the failures and successes with engagement like all PSTs eventually did and they all realised as Dewey says we are required to reflect upon experience and not just accept it.

My role in this journey is evident throughout this chapter as a teacher educator (TE), an early career researcher with extensive primary classroom teaching experience. I fostered natural conversations and aimed to guide in a shared walk as Dewey (1938) would advocate, where we travelled the journey together in unison with strategic planning. Through relaxed conversations we talked about our experiences of critical events related to engaging students in learning during their professional placements.

In the next chapter I will discuss these four key threads, which emerged across the portraits, in relation to the research question: How do pre-service teachers engage students in learning during professional experience? The threads across the stories cannot be applied in the same identical manner across all pre-service teachers, but they do reveal what was important for the participants in this research, when it came to understanding how to engage primary school students in learning while on professional experience is, and the role of ITE and an exemplar model. I will reflect upon what the pre-service teachers said, what we found and start unpacking and pulling forward the key threads to further develop understandings and awareness about how pre-service teachers work to engage primary school students in learning.

CHAPTER FIVE: NARRATIVE THREADS

In Chapter Four, I shared the narrative portraits of six pre-service teachers and identified four threads that were woven across their experiences of engaging primary school students in learning during their professional experience. The threads that emerged were the connection/disconnection between theory and practice; the importance of relationships with key people who taught the pre-service teachers about engagement; the power of reflection on experience in the context of classroom practice; and how pre-service teachers' professional identities were shaped. Each portrait offered a different lens (Clandinin & Connelly, 2000; Webster & Mertova, 2007) on experience yet together the four resonating threads offer a way forward to answer the research question; how do pre-service teachers engage students in learning during professional experience programs?

In this chapter, the individual narrative accounts are co-composed to highlight the common ideas that constitute the resonant threads. Resonating threads (Clandinin, Caine, Estefan, Huber, Murphy & Steeves, 2015) support researchers to frame the research puzzle (Clandinin & Huber, 2010) and provide a way forward to understand storylines across participants' narratives by offering a way to gain a deeper understating of peoples' experiences (Bateson, 1989; Bell, 2002). To follow is a discussion and exploration of the four resonating threads that emerged across the six pre-service teachers' narrative portraits.

5.1 Resonating Thread One: Connection/disconnection between theory and practice

"When education is based in theory and practice upon experience, it goes without saying that the organized subject-matter of the adult and the specialist cannot provide the starting point. Nevertheless, it represents the goal forward towards which education should continuously move."

(Dewey, 1938, p. 83)

Dewey's words remind us of the importance of attending to theory and practice in education and he described the theory - practice connection as opportunities for growth in a purposeful manner (1938, p.67). The relationship between theory and practice in a teacher's work is something researchers have debated. Kessels and Korthagen (1996) suggest that theory can be organised into episteme and phronesis. Episteme is where the teacher uses general conceptions applicable to different situations and it is based on research, phronesis is where the teacher focuses on the context of a situation and how to act or what practice to use in a situation. Pring (2000), suggests that there is no dualism between theory and practice the two ideas co-exist. The narratives within this research were centred on a number of interrelated ideas linked to the use of theoretical understandings. In this resonant thread, I will return to the moments in the

narrative accounts of the pre-service teachers when they revealed how the connection and/or disconnection between theory and practice was relevant in understanding how to engage students' in learning. This occurred strategically within the context of their relationship with the students where they found themselves making decisions about what would be in the best interests of the students and their learning.

Each participant shows in some way through their talk or the chosen lesson that they understand theoretical concepts yet they do not state them openly, which is what Clandinin (2006) describes this as an a process of "echo my own thoughts" (p.51) and 'reverberations' (Clandinin, Lessard & Caine, 2012) for they noted "Many gaps and silences became visible" (p. 20) when listening to participants talk and there is a "resonant echoes" (p.7) when inquiring. I will call these "echoes of theory" which is when PSTs for example do not explicitly state a theory or theorists: there is a 'silence' (Clandinin, 2013) yet theory is inferred. Reverberations suggest a continued effect on practice over time (Clandinin, Lessard & Caine, 2012) but these are not necessarily made explicit. Clandinin at al., (2006) describe this as incompleteness yet it does not suggest incompetence. Roy is the only participant to be quite specific about the use of theory to engage his students. Roy understood that theory is important and he was able to name the ZPD but he did not refer to the theorist Vygotsky (1978). I was expecting to hear Roy offer an explicit theory-practice connection discussion like naming the theorist at this stage of his career for as a PST he had recently learnt this theory and he was required to cite it when writing assignments.

Saks, (2012) stated that professionals such as teachers by definition should be able to name a given theorist or theory, name key terms and concepts and how and why they use it in their practice. Professional knowledge (Mc Cluskey, 2007) in ITE programs requires TE to be cognisant with the kinds of knowledge to support practice and equipping beginning teachers with intellectual tools to relate theory with practice. Le Cornu and Ewing (2008) suggest for Australia PSTs for example should be afforded opportunities during professional experience programs to apply known theories from coursework in the classroom and then be given opportunities to reflect upon this. Finally, Flores (2016) suggests learning experiences should offer chances to interplay the connection between coursework when on field experience/ professional experience programs and the importance of the role of research as a way forward to support and enquiry approach. Roy's understandings of theory-practice suggested he was able to manage and draw upon theory to succeed with engaging his students in learning even though he didn't explicitly name these theorists in our discussions.

Tony also offered 'echoes of theory' by mentioning, an educational psychology book he had drawn upon in his teaching, which he described as "a pretty good textbook". It offered ways to make connections in practice with core theories from educators like Piaget, Vygotsky, Maslow, Gardner, Erikson, and Blooms. It did not surprise me to hear Tony explain he wished to make a library of all the theory he was taught during his coursework as a way to support him with engaging students. Many of Tony's lessons such as his approaches to forming groups, playing maths games, reading a picture story book and how he scaffolded success and engaged his students all offered echoes of theory. It was also apparent as Tony began listening and observing students for signs of engagement such as gaining their eye contact that he revealed a sound ability to apply theory in his own lessons. Subsequently this meant that in his teaching Tony was able to engage students from his own theory based responsive practice, as he said, "I was actually doing the job I was supposed to do".

Melissa, like Tony understood the importance of theory and at one point told me that course theory is essential. Melissa explained she did not have the confidence when she first started her studies to teach but was aware after two years of studying theory she had sufficient knowledge to attempt to implement theory in her practice. Her lessons showed echoes of theory as she explained how she worked to gain the attention of her students. She did not name theorists such as Vygotsky or Dewey or Bandura but she talked about the importance of gaining eye contact with her students and designing engaging 'hooks' such as the use of dry and wet tissues in a science experiment to engage her students in learning. She knew these hooks were a catalyst for generating positive sounds and gazes of interest from the students, as many who did not know the answer looked in wonder and amazement at what she was doing and to Melissa this meant they were engaged and ready to learn more.

Anna also described how she was drawing on her theoretical understandings in her practice. She was responsive to many areas like the integrated curriculum and innovation but it was her flexibility in her approaches to the 'response hierarchy,' which caught my attention. Anna chose to change how she answered students' questions by modifying her practice on the spot and saying she wanted a 'no hands up' policy in the middle of the lesson. This revealed Anna was prepared to modify her approaches with pedagogy to help students reconsider not taking turns and tuning in and out (Goldstein & Lake, 2003). Anna's discussion told me she was aware that classroom management strategies had a connection with engagement or disengagement and she was willing to adapt her practice according to the needs of her own students.

Grace in my view was also willing to disconnect from theory, as taught to her in her coursework if she deemed her practice required a move what she understood to be 'best practice'.. Discussions with Grace about critical events (Webster & Mertova, 2007) with engagement highlighted that she recognised motivation was important for student engagement. I was aware the ITE program offered many theories linked with ideas on explicit and intrinsic systems of rewards designed to motivate students in their learning (Dec et al., 2001). Dec et al., (2001) comment that students perform better in class with engagement if they complete tasks for the intrinsic reward of task satisfaction. Yet, other researchers suggest alternatives and behavioural models so approaches towards connecting theory with practice cannot be simply formulated. Grace was willing to risk what she had been taught about managing students' behaviour to be responsive to the needs of her own class and not necessarily what she was told was "best practice'.

Laura offers insight on how she perceived theory-practice connections when she explained how a field excursion to the local dam engaged her students in learning. She recognised that the experience of taking her students outdoors and engaging them in different activities really captured their attention. This aligns with Dewey's (1938) notion of experience and the importance of the teacher creating opportunities for students to interact, especially with their environment. Dewey (1938) states teachers, "should know how to utilize the surroundings, physical and social that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile" (p. 40). The excursion to the local water supply dam afforded Laura an opportunity to link curriculum, theory of experience and engagement became the winner.

Finally, each PST seemed to acknowledge Maslow's Hierarchy of Needs (1954) in their practice. Each PST did not mention it explicitly but again, "echoes of theory" were evident, as each mentioned things like the importance of the connection between engagement and students home life and family. Grace talked about the role of home for Jack and his single mum, for Laura it was the young boy on the excursion and for Roy it was James and his challenges with a learning disability and disruptive home life. Each PST considered notions like addressing physiological needs, safety needs, love, belonging, self-esteem and self-actualisation.

5.1 My concluding thoughts on Resonating Thread One

The discussions of resonating thread one: connection/disconnection between theory and practice has highlighted that the PSTs utilised a mix of theory-practice connections and disconnections depending upon the situation. What was key was their own desire to succeed with engagement and they understood the importance of theory but it was not as audible as I expected.

Despite this apparent silence, theory-practice became a core resonating thread across all six portraits. Saks (2012) says professionals can name and explicitly draw upon theory when they speak. Yet, I regarded all six participants as early career professionals by the end of our time of study and in some ways there was a 'silence' (Clandinin, 2013) when it came to mentioning specific theories and theorists, even core terms or concepts. Each PST was succeeding with engagement in the classroom, however this was in the safety of a professional experience placement. It became evident that each of the PSTs was now a scholar teacher whereby they consulted literature such as discipline specific and pedagogical research, and selected and applied appropriate information to inform approaches to teaching and learning experiences. Richlin (2001) states a scholar teacher's approach is systematic and further, it becomes part of the knowledge base to inform teaching (Richlin & Cox, 2004). Grace, Anna and Melissa were able to turn the notions put forward by their own teachers and modify them often on the spot and each was able to publish very innovative lesson plans and create innovative resources. Additionally, each of the three PSTs mentioned were willing to share their ideas and lesson plans with others which suggests a level of interest which Smith (2001) considers to be evidence of the scholarship of teaching (SoTL). I could see Grace, Anna and Melissa willingly modified their own teaching in the classroom based upon pedagogical knowledge as synthesised from the literature. Consequently, the salient feature of thread one is that each PST was demonstrating some evidence of becoming a scholar PST. This supports the work of Darling-Hammond (2006), Cochran-Smith (2010) and Zeichner and Conklin (2008) who advocate that theory-practice belongs in ITE, enmeshed across coursework and professional experience programs.

I will now discuss Resonating Thread Two and the importance of relationships with key people in the primary classroom as understood by six primary PSTs (Tony, Melissa, Anna, Grace, Roy and Laura) from the years 2011 to 2013.

5.2 Resonating Thread Two: The importance of relationships with key people who taught the pre-service teachers about engagement

"…teachers are using a range of strategies to develop learning relationships, conversations and tasks that are constructivist in nature. As a result, they are developing classroom cultures, which have high levels of engagement for students and teachers."

(Peters, Le Cornu & Collins, 2003, p. 14)

The quote from Peters, Le Cornu and Collins (2003), that teachers develop learning relationships that contribute to high levels of engagement, was something revealed through the pre-service teachers' portraits. Teachers who build strong relationships with students are recognised to have a positive impact on engagement and learning (Freeman et al. 2014; Hattie, 2008; Marzano et al. 2003). Developing good relationships with peers and other teachers can also have a positive impact on PSTs learning (Cochran-Smith, 2004; Cochran-Smith & Lytle, 2006; Darling-Hammond, 2009;Wenger, 2000) and relationships that go beyond the classroom and involve family members are known to contribute to learning and engagement (Pianta, la Paro, Payne, Cox & Bradley, 2002; Cairney, 2000; Perkins et al., 2016). The PSTs in this study all talked about the way their relationships with students, the classroom teacher (CT), family members, their peers and the teacher educators (TE) helped them to learn about engagement.

Dewey (1934, p. 139) reminds us, "In art, as in nature and in life, relations are modes of interaction" and the pre-service teachers talked about how by interacting and observing their students they learned about engagement. Through tears and determination Grace developed a strong relationship with a student and insightfully noted how his withdrawal from lessons for one-on-one learning support diminished his ability to engage with learning. Upon reflection, Grace decided to assign him the role of "survey taker" which helped the student re-engage in learning when he returned to the classroom. Tony talked about how during his interactions with students in a maths game he observed how engagement was generated when each student had a role to play in collaborating with others in the activity. Melissa discovered from observing her students that the type of talk and facial expressions they used in a small group situation can be an important clue to understanding if they are engaged in learning. Anna discussed the buzz she felt when 'her' class, a community of co-operative learners, made one giant piece of art together and she reflected that collaboration and cooperation were important when learning to engage students. Laura noted that kindergarten students became engaged by wanting to take home art to show their parents. Through this experience, Laura learned that the relationship between the teacher, students and the parent are a key feature to consider when looking to engage students.

The pre-service teachers' relationships with the classroom teacher and their influence on learning about engagement were also intertwined in the portraits. The role of classroom teachers in the development of pre-service teachers is complex and as noted by Zeichner (2010), teachers are often not provided with adequate preparation and support to perform a supervisory role. Roy's portrait revealed how his relationship with his classroom teacher contributed to his understandings about engaging students in learning. Roy witnessed his classroom teacher using what he described as an observation of a relationship which was 'autocratic' by nature as evidenced in the classroom teacher's approach to behaviour management and he commented was

it "really worth it?" as he could see the child was not engaged in learning. Roy decided to talk to his classroom teacher about her approach and because of this conversation and his observations he learned more about behaviour management and its impact on student engagement. In thinking about their classroom teachers Melissa and Tony both acknowledged they felt they had good working relationships and this helped them to work together and create a small community of practice (Wenger, 2000). An outcome of the community was the how through their developing friendships they were afforded the opportunity to openly discuss engagement and this helped the development of all their understandings of student engagement. This occurred through referring to the collected texts and from their time talking together. Anna's relationship with her classroom teacher was what really made me reflect because she engaged her classroom teacher in the lesson as did Grace and both modelled a team teaching approach to learning about engagement, which demonstrated a two-way professional learning relationship.

Roy understood that developing relationships with other teachers beyond his own classroom was important for his integration into the school culture. Sometimes these relationships challenged his ideas about teaching. When encountering the autocratic style of two teachers he was prompted to consider his own practice and how he might develop it to further engage his students in learning, however, he was not prepared to implement his ideas for fear of ruffling feathers. Roy was very aware of the fine balance of fitting in and developing sound relationships with all the teachers in his PEP school. Tony also found that relationships with other teachers in the school context were important to his development as a PST. He found that speaking with more experienced teachers, which he called 'good experienced teachers' about his practice helped him to develop his understandings about how to foster engagement with greater success.

Relationships with family members and teachers from childhood were also mentioned by most PSTs when they talked about engagement. Roy discussed the importance of his aunt who was a nurse then later a teacher and his uncle who was a doctor and how they instilled in him an interest in learning to read as a boy. He identified that his own parents who loved him dearly did not have the skill set to help him learn to read, so this was a difficult journey for him and it made him more sensitive about how to engage students in his own classroom facing issues with learning to read. Anna drew upon her relationships with members of her proud Italian family and learned that recognising and connecting with someone's cultural background supports engagement in learning. Grace felt her experience as a child with a professional tutor whose didactic 'skill and drill' method influenced her own efficacy around her ability in mathematics and she identified that this was not the best approach to engaging students. She was quite determined not to model this way and avoided the use of drilled skills. Tony made it very clear

he valued his experiences as a school student, and reflected on how his teachers engaged him by making learning fun and he wished to emulate this approach. Anna also recognised she had great teachers during her school years whose enthusiasm engaged her in learning and she too wished to model enthusiasm to engage her students. She considered this to be evidence of 'quality' teaching.

For all the pre-service teachers, their relationship with each other acted as a catalyst for learning about engagement. Over the time we met there were two core groups and I noticed from the beginning that there was an organic community of practice developing in these groups which was based on friendships formed during university coursework. Melissa and Tony clearly developed a friendship over time that was based upon mutual respect and an interest to better themselves as PSTs within a caring community (Noddings, 2010; 2005, 2002). This naturally caring community was a vehicle for the pre-service teachers to learn from each other and develop their understandings of engagement for the group dynamics told me they genuinely wanted each other to succeed and by offering comforting comments and nodding with each other as a way of being supportive such as greeting comments with kind smiles. Roy, Grace and Laura often talked about PST initiated study groups, which was something Roy set up. In the study groups the PSTs shared ideas via mediums such as Facebook and this supported the development of their understandings about engagement. The PSTs conversations were of a scholarly nature, they used professional ideas and vocabulary and over time this developed and deepened and this too contributed to their knowledge base about engagement. The knowledge based flowed on into their success with engagement in the various diverse classrooms in which they taught. It told me that each PST saw that engagement was a key element in any classroom as evidenced in the New South Wales Quality Teaching Framework (NSWQTF) (Hayes et al., 2006) and they all had different experiences but agreed they had the power to succeed with support from others. I saw over the time how each one grew in confidence beyond what I expected and upon graduation each was ready to teach using a variety of tools in their own classrooms based upon a scholarly ideology mixed with an organic communities of practice notion.

The pre-service teachers' relationships with the TEs they met in their coursework also guided them to foster success with engagement. Through these relationships, the PSTs developed their professional knowledge and skills which they could draw upon when engaging their students. The creation of communities of practice (Cochran-Smith & Lytle, 1999) that included TEs presented opportunities for the students to learn about engagement. This occurred when the TE facilitated the conversation by posing questions, making comments and observations that encouraged the students to reflect on their experiences of engagement. The relationship with the

TE in a community of practice enabled the PSTs to share their ideas and in so doing further construct their knowledge of teaching and learning Nias (2005).

5.3 My concluding thoughts on the Resonating Thread Two

From Resonating Thread Two – relationships - I can see a very clear connection with what Dewey (1938) called for when he wrote about the importance of 'interaction' in learning. All the pre-service teachers interacted to develop a range of relationships that helped them to learn about engagement. Each PST demonstrated the importance of an organic sense of community and participated in relationships which influenced workplace practices (Wenger, 2000) often called communities of practice (Lave & Wenger, 1991) and ways this study supported them to cultivate engagement by knowing how to apply methods to enrich success with practice (Wenger, McDermott & Snyder, 2002). However, it brings into question the place of an autocratic style of relationship regarding fostering engagement. The PSTs who discussed the autocratic (Robinson, 2006) relationship approach where they were expected to comply (like Roy and Tony) suggests this may not be an optimal way forward as it diminishes the capacity of PSTs to learn how to succeed on their own terms with engagement in the classroom. A more generative approach may be when classroom teachers are prepared to be collaborative, and learn with or from PSTs, as explained by Anna and Grace. This is a point for consideration at a time as we shift from the past where one might expect to see an autocratic model of PEP to one where in the last 25 years notions like calls for exemplar ITE programs as outlined by Darling-Hammond (2006). I also wondered about what exemplar program might look like in an era where climate of regulation and accountability (Le Cornu, 2016) is prevalent and was on the minds of the PSTs especially Roy. This raises questions over what kinds of relationship with classroom teachers are in the best interest of the PSTs and the students in the classroom.

Another key element was the importance of relationships in the development of shared meaning making and reflection undertaken by each PST. It seems the PSTs thought more deeply as the time progressed and they gained more classroom experience and relationships became more sustained. This resonant thread supports notions put forward by Darling-Hammond (2006) who calls for "extended clinical experience" (p.305) because with time relationships are afforded a chance to develop.

This thread also questions the importance of ideas evident in contemporary social policy for ITE programs which are designed to support opportunities for PSTs to become creative oriented thinkers (Drake, 2003) and the role of critical reflection. And notions like cognitive

dissonance (Fisher et al., 2008) might be useful during the coursework-professional experience binary as a way to form building blocks to get ready for their own classroom after graduating. By being able to demonstrate how to foster learning (Darling- Hammond, 2010) when "*in* practice" (p.42) such as with engagement as evident in each PST upon graduation. It is no surprise Darling-Hammond & Bransford (2005) see teaching is a calling/vocation as well as profession where a core feature is good relationships apparent in quality teachers as evidenced in these six portraits.

I will now discuss Resonating Thread Three and the development of PST identity on the role of experience in the context of classroom practice (Rawling, 2012) and ideas like the link between research literature and the topic engaging children in the primary classroom as understood by primary six PSTs (Tony, Melissa, Anna, Grace, Roy and Laura) from the years 2011 to 2013.

5.4 Resonating Thread Three: The power of reflection on experience in the context of classroom practice

> Reflection consists of those processes in which learners engage to recapture, notice and re-evaluate their experience, to work with their experience to turn it into learning. (Boud, Cohen and Walker, 1993, p. 9)

Across the portraits in this study the pre-service teachers talked about how they reflected on their practice by recapturing and re-evaluating their experiences so they could develop their understandings of how to engage their students in learning. Reflection in workplace settings, such as classrooms, schools and ITE is recognised as a continuous process that fosters learning and changes in practice (Bolton, 2010; Schōn, 1983; Ryan, 2011). The PSTs' reflection during their PEP occurred in different situations. There were times when the PSTs reflected **'in'** their practice as they worked with their experiences in the act of teaching. Then sometimes they reflected **'on'** their practice in conversation with their peers, the teacher educators and classroom teachers. Reflection to develop knowledge '**of**' teaching occurred when the PSTs actively initiated changes to their practice and inquired into their work to further their understandings of engagement (Cochran-Smith, 2009; Cochran-Smith & Lytle, 1999). Reflection also forms the basis of professional development (Ambler, 2012; Borko, 2004; Kennedy, 2016) and this guides future practice and can support PSTs growth in their understandings of engagement.

When thinking about moments when the PSTS reflected on their practice **in** the classroom, Melissa recalled how during one lesson she observed her students' body language and she could see immediately if they were excited and interested or not paying attention. These

observations in the moment of teaching led her to understand that the students were engaged in learning when they were excited and had happy eyes (Lay, 2016; Marzano, Pickerin & Heflebower, 2011). Grace explained that during the act of teaching she saw a student throwing things around the room as he paced up and down and she reflected how this might be a sign of frustration and it prompted her to think what she might do to engage this student in learning (Lay, 2016). She also described the stunned looks that she saw on the faces of her students when she showed a video on poverty and in the process of teaching she took this to be an indicator of her students' engagement in learning. Before graduating Grace reflected that the ability to carefully observe students' behaviour during teaching is critical to learning about engagement. Anna reflected and said she knew what engagement looked like, for she could see it 'on the spot' in the classroom by looking at students' physical movement. She reflected that this was an **'ah ha'** moment or critical event (Webster & Mertova, 2007) because she realised this was key to understanding engagement. It is not surprising that students' body language is recognised as an important indicator of engagement and Rivkin (2006, p.34) states "moving is as natural to learning as breathing is to living. Movement is a legitimate way of learning."

In her final year of study, Melissa reflected that during her work in the classroom there was a moment when she came to the realisation that she had developed her own teaching style. In her first year of study she reflected that she was not very confident in the classroom but by her fourth year of study she recognised her confidence had grown. She became aware that her new found confidence and changes to her own body language were important because they were contributing to her ability to engage students in learning. Melissa realised that body language was part of her professional identity for it contributed in a powerful way to support engagement in learning (Bandura, 1977).

Tony, was surprised when on 'prac' he became aware how much teachers must justify themselves to parents. During his PEP he noticed each day that his classroom supervising teacher was constantly crafting emails to parents. In that moment as he watched the teacher send an email Tony reflected about parental expectations. This thought made him feel nervous, as he realised how important it is to involve parents in the learning process because positive relationships with parents are key to engaging students in learning (Pianta et al., 2002; Perkins, 2016). Upon reflection, Tony felt he did not have enough experience in this area but he did understand multi-tasking in the classroom was something he needed to be able to do to support engagement, especially making time to provide feedback to parents.

When reflecting **'on'** their practice Roy and Laura discussed how they thought on their way home from school in the car about engagement from lessons taught that day. They

considered things such as what they could do the next day to improve their teaching to engage their students, such as modifying resources and changing their practice (Kalantzis & Cope, 2018; 2008). Roy thought a video and technology (Cope & Kalantzis, 2008) would work and when he tried it in the classroom he was pleased with what he saw – his students were engaged. When the PSTs came together they often started their own conversations where they shared their experiences from the classroom. When talking about their experiences of teaching all of the six PSTs discovered more about engagement as they reflected **'on'** their daily practice (Ambler, 2015; Cavanagh & Prescott, 2010; Cochran-Smith & Lytle, 1999). During one discussion Roy commented that in his mind the friendship that developed between the PSTs was important for learning about engagement because it made him feel safe to talk about what was happening in his teaching. At another level, he reflected it would be good to see other teachers at different stages in their teaching career to find out how they engaged students in learning (Darling-Hammond, 1997; Cochran-Smith, 2010; Le Cornu, 2005). As the TE I understood I was observing the PSTs mentoring each other to develop their ideas about engagement (Le Cornu, 2005). I was watching it through genuine friendships rather than just colleagues and this was helping to build skills like resilience (Le Cornu, 2009).

Grace was determined to learn how to teach KLAs such as science and maths to make an engaging classroom. Following on from this reflection Grace gained so much confidence she organised a guest speaker who was a leader in the field of astronomy, to talk to her students. This opportunity organised by Grace proved to be most worthwhile as she recalled how the whole class embraced the lesson and became engaged, and other teachers and even the principal became interested. Roy said that in one conversation with the other PSTs he recalled how his classroom teacher kept telling him over and over again of the need to keep reflecting on practice and he found this to be a helpful piece of advice. Grace offered her own personal thoughts during a group conversation on what makes a quality teacher. She reflected on her teaching and stated that quality teachers "should love teaching." She also explained when reflecting on her teaching that higher order thinking tasks are key to student engagement. I noticed at the time she made no reference to models like the NSWQTF which called this Higher Order Thinking (HOTs) (Hayes et al., 2007) and maybe it was just core practice now for her? What is clear is that by this stage Grace had made the connection between higher order thinking and how it just naturally engaged her students. She understood students' behaviour to be active (Taylor & Parsons, 2011) and showing a level of interest to stay working on a task (Chapman, 2003) to completion. When reflecting on his practice Tony explained he thought it was a bit of a problem that what was taught in the second year of study on engagement was not put into practice until almost 2 years later. He reflected on his practice and said when he started teaching he felt as if he did not know

where to start to engage his students in learning. In his view he was surprised how the university had done very little to prepare him for his PEP. Melissa and Laura also reflected in the discussion with the other PSTs community on the importance of giving students verbal and written feedback and the connection with this and engagement. Much of Anna's reflection on engagement during our conversations saw her frame her discussion around one model of teaching as did her classroom teacher which was the NSWQTF (Hayes at al., 2007). Yet, this was not as evident in others. I did consider what was different and I knew her teacher had also embraced this framework which makes engagement a key goal.

It often intrigued me during our conversations how I became part of the reflection, as an observer but also as a member of the group I found I was learning more on engagement as a TE myself, which I could use in my own tutorials. I was living in my own research and learning so much from the research participants, Celik (2011) recognised this reciprocal process and commented that researchers must be able to "conduct research in reaction to their own professional experiences" (p. 82). I found this to be a powerful realisation and I call this "giving and getting back" (Rawling, 2012). I too learnt more on how to engage PSTs in the classroom to support their practice. This journey with my own reflection was re-shaping my own TE identity as I was reflecting as well (MacDonald, Cruickshank, McCarthy & Reilly, 2014). I always noticed the PSTs had trusted in me to not mind me hearing their ideas and thoughts and often all I did was probe or redirect as the conversations just flowed.

The third type of reflection that emerged in the portraits was the PSTs reflecting to develop their knowledge **of** practice by taking a critical, inquiry perspective on their work (Cochran-Smith & Lytle, 1999). Tony thought ahead and reflected if he could he would undertake a small project, almost like action research and make a library of ideas about engagement that he came to know about through the Educational Psychology unit he studied. He said his dream would be to get to the end of his studies and to have created a scholarly library of ideas from every lecture he had attended. Tony also said upon reflection he could draw upon his own schooling days as a boy and write about the things and ideas that had engaged him in learning. Melissa decided that after reflecting on her professional practice she would be keen to investigate ideas about timetabling because her experience led her to believe that the way the curriculum is timetabled could contribute to student engagement. As Anna's discussion and reflection came to an end she noted that in her future practice she would create a list of things to help her get ready for engagement, almost like an action plan for future practice. When reflecting on the boy who threw mousepads around and "started slapping the computer", Grace decided she would devise a lesson on "perspective taking" as a means to help the student. She came to enjoy teaching these subjects and planned to teach them in the future after she

graduated. Roy reflected that in the future he would support and initiate communities of practice ideology and participate in mentoring programs as he could see these approaches supported students' engagement. He understood that key with engagement was 'really good ongoing' relationships (Dewey, 1938) and for him this came from naturally forming friendships like was evident in a community.

5.5 My concluding thoughts on Resonating Thread Three

This thread focused on the way different types of reflection that helped the PSTs to learn about student engagement. Opportunities to toss and turn thoughts around individually and in a group setting helped the PSTs to reflect and to "recapture, notice and re-evaluate their experience, to work with their experience to turn it into learning" Boud, Cohen and Walker (1993, p. 9). The PST learned about engagement by reflecting 'in' the act of teaching in the classroom, from reflecting on their practice and from developing their knowledge of practice through reflection. This highlights the value of PSTs having been given opportunities to continuously reflect over the years of their studies and during professional practice.

The PSTs reflections **"in"** their practice (Cochran-Smith & Lytle, 1999) when they were thinking to themselves, revealed the importance of "interaction" (Dewey, 1938) and the development of communities of practice in the classroom (Wenger, 2000) being included in a PEP program, in order to support understandings about engagement. Opportunities to reflect **'on'** practice fostered through interactions with peers and the TE created mentoring relationships where the PSTs could further expand their knowledge of student engagement. The reflective discussions focused on teachers' knowledge **"of"** (Cochran-Smith & Lytle, 1999) practice like considering possible changes and opportunities to implement initiatives and inquiry enabled them to identify "what counted" (Cochran-Smith & Lytle, 1999, p. 253) in terms of enhancing their understandings of student engagement.

Through the eyes of each of the six PSTs it is evident in this thesis that many every-day events create situations and experiences where it is possible to learn from daily practice. These are often unexpected and could be considered in coursework through ideas like authentic problem solving where PSTs work through problems with engagement from the classroom and during or after professional experience programs.

I will now discuss resonating thread four- how pre-service teachers' professional identities were shaped through each of these thread in the context of classroom practice and ideas like the link between research literature and the topic engaging children in the primary classroom

as understood by primary six PSTs (Tony, Melissa, Anna, Grace, Roy and Laura) from the years 2011 to 2013.

5.6 Resonating Thread Four: How pre-service teacher's evolving professional identities helped them learn about engagement

> Developing a professional teacher identity can be complex as pre-service teachers engage with a process informed by their previous experiences of teachers and teaching, by learning in their pre-service course, by field placements, and by societal expectations (Dinham, Chalk & Nguyen, 2015, p. 225)

Dinham, Chalk and Nguyen (2015) provide a reminder that the development of pre-service teachers' professional identity can be complex and it is informed by a range of experiences. The connectedness between the development of the pre-service teachers' professional identity and their experiences during PEP resonated across the portraits. In this study, the pre-service teachers' evolving professional identity affected the development of their classroom practice and this contributed to their ability to engage their students in learning. The pre-service teachers talked about how growing in confidence and competence (Dat et al., 2006; Russell-Bowie, 2012) the interrogation of their beliefs about teachers and teaching (Posthom & Rokkones, 2015), experiences from childhood (Chang-Kredl & Kingsley, 2014) and learning from coursework studies (Ronfedt & Grossman, 2008) contributed to their ability to engage students during professional experience. This was an ongoing process that informed the pre-service teachers' ideas about themselves and their professional role (Le Cornu, 2009. The classroom teacher (Le Cornu, 2015) plays a key role in this journey as does the TE (Bullock & Christou, 2009; Conklin, 2015; Craig, 2014). To follow is a discussion of each pre-service teacher and the experiences that contributed to the development of their professional identity and ability to engage students in learning.

As time went by Tony gained confidence with classroom practice and engaging students. For example, it became more about him relaxing and finding his own 'voice' or style, which became a core feature of his identity (Postholm & Rokkones, 2015). Finding his 'voice' meant for Tony he lost his inhibitions and this enabled him to be more confident, to make engagement in the classroom fun but still based upon scholarly understandings of learning and teaching (Richlin, 2001). Tony identified teachers from his childhood that he wanted to replicate and this influenced his desire to become a caring teacher (Noddings, 2002). As time went along Tony's belief systems prompted him to want to opportunities to build upon his scholarly based understandings. For example, he sought out and listened to a myriad of professionals such as more experienced teachers, for he said they "were just fountains of knowledge" on engagement.

Others in his community that informed his ideas about engagement were fellow pre-service teachers where he learned about peer mentoring and resilience (Le Cornu, 2005; 2009) and decided to embrace this in his teaching. When he mentioned teacher educators Tony noted that some "spark and interest" which is what Tony aspired to model in his teaching from early in his program. In many ways he was describing what Craig, You and Oh, (2017) call strands of pearls, that TE providing 'pearls of wisdom' on ideas to support practice in the classroom. He knew teacher educators can act as role models for teaching practice (Lunenberg, Korthagen & Swennen, 2007) such as offering strategies to foster success with engagement in the classroom. It is evident that navigating his way to become a role model for the students like modelling dress code, being kind and making learning fun were core values that became part of Tony's belief system and he could put this into practice during professional experience programs. Tony's belief system did not support an autocratic (Aspland, 2006) way of teaching and he decided to change schools as it went against his developing belief system. Tony was of the view that an autocratic approach to teaching was unhelpful when aiming to engage students in learning.

Melissa's pre-service teacher identity saw her gain in self-confidence over the time we met, especially once she moved beyond praxis shock (Ballantyne, 2006) and the reality of a classroom. Melissa knew she was naturally shy by nature and she believed she was not ready to teach in her first year of study. She felt it would have helped her feel more confident if she had been able to see lessons so she could observe more experienced teachers and their ideas about engagement in the classroom, as a way forward with understanding her identity. By the end of her studies Melissa's belief system embraced crafting her own innovative scholar-based (Richlin, 2001) lessons, as she was no longer reliant upon observing the classroom teacher (Le Cornu, 2015) who was pinnacle until this point. She identified as someone who was shy and this was a factor she had to consider and change because she believed that to engage her students she had to 'portray a confidence' in her classroom practice. As Melissa gained in confidence she was more willing to experiment in her teaching, which enabled her to develop a deeper understanding of engagement. Melissa was able to interrogate her experience with engagement and this helped her to become a more confident teacher.

Anna was a PST who had strong beliefs in what she considered to be a quality teacher (Latham et al, 2007). For example' someone who is a role model and sets high expectations and the divide with what students think which Ravet (2007) calls 'perceptions gaps'. Experiences like this can cause teachers to go in to 'survival mode' (Ravet, 2007) which is not in the best interest of identity formation. Unlike others, she was always confident and this is most likely because she was quite self-aware and described herself as a person with energy and vibrancy. She believed that by embracing opportunities to be involved in extracurricular activities like staff

meetings, the student representative council, excursions and the school musical she would learn more about teaching and this would support the development of her ability to engage students in learning. Anna's identity began to form when she was a child and she carried her Italian heritage proudly in to her school community and chose to teach within this community. Anna's sense of self was evident when she described herself as being hard working and organised. She recognised that the growth of her professional identity was fostered by teachers who were willing to support and work within communities of practice (Wenger, 2000). It was in the community of practice that Anna also furthered her understandings about engagement. She was so confident in her classroom presence and noted even though students looked like they were engaged on closer observation they were not. This told me as a TE she had a strong identity because she could pick out those students not engaged even if they were 'pretending' to be.

Grace's identity was shaped by the ways in which she was willing to take risks. At first, Grace lacked the confidence and was initially nervous about teaching subjects like mathematics and science. Her own issues with self-efficacy and memories from a childhood experience with not feeling she was good at mathematics after her parents sent her to an out of school tutoring college meant for Grace she wanted to teach mathematics such as timetables in a more innovative way. Grace, although nervous at first was determined to challenge her own belief system to learn to have a go and teach these subject well, which she did. These successes with engagement meant Grace's identity evolved and she became more willing to have a go and try new things. Grace's professional identity evolved from her relationships with others, this began with her willingness to be vulnerable as she trusted the peers within the research and her preparedness to mentor others (Le Cornu, 2005). Grace's belief system suggested she embraced innovation, reflection and drew upon many experiences such as her own childhood combined with her coursework studies to identify as a pre-service teacher scholar. Her professional experience was empowering for her through support of the many communities in her life (Wenger, 2000) like the principal of one school and her community of friends at the university. Grace was very aware that students' "First impressions [of the teacher] are important" and can impact on their ability to engage students.

Roy's identity was influenced by teacher rapport, relationships and family values. As he was developing his identity he faced cognitive dissonance (Fisher et al., 2008) when he met a teacher who followed the 'autocratic' (Aspland, 2006) style of leadership. Roy decided this was "obviously not my style" suggesting through challenging experiences he was able to decide how he saw himself teaching. His own childhood issues with reading became part of his identity formation and he drew upon this in his development as a teacher. This meant he aimed to be a kind teacher with his students and show them sensitivity as a way forward to support

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engagement. Roy believed theory was important and because of this belief he talked about it in more detail than the other. During one group meeting he had the confidence to lead the discussion and asked the other PSTs what they thought about theory and its connection with student engagement. This event was important because it acted as a catalyst for learning about engagement and it also promoted opportunities for the development of professional identity as he was afforded an opportunity to mentor his peers (Le Cornu, 2005). His identity development was also influenced by the behaviour of the TEs he met during his studies (Conklin, 2015). He told us TEs, "they want to see you do well" and he saw them as role models of good practice with engagement. Roy's beliefs meant that part of his identity was formed from a willingness to learn, this was core for him and he wanted to learn things like theory so he could be a better teacher who engaged students in the classroom. Like, Tony he believed dressing well was important and he chose to dress more formally than other teachers and had the confidence to still dress this way despite a teacher challenging him. Roy's belief system was about looking like a professional and this was important for gaining students' respect and this could have a flow on effect with behaviour and engagement. He commented, "So don't think little things don't make a difference" because they can be important when looking to engage students.

Finally, Laura offered a confident manner from the start of her teaching and her identity became about strategic thinking, she said "over-night you would reflect, and you'd come back with better ideas, bigger ideas". This saw Laura help students produce an end product that Laura was happy to go home. She could see the connection between concepts like the mathematics term "equal grouping' and the importance of concrete materials and things like fun so she planned a whole lesson based upon the theme 'parties". Laura could see planning and resource deployment were important to engagement. She knew engagement was not a concise statement and her identity was shaped by thoughts that she reflected upon in response to failed lessons. Her belief system was such that she was willing to have another go to see if she could better succeed to teach engagement. Her discussion was often about reflection and her identity formation changed as a result as a result of this over the time we met. She was always confident, so unlike Melissa and Grace her thoughts on identity took a different journey. Dewey (1938) says we are required to reflect upon experience and not just accept it and this was evident with Laura. In terms of her own behaviour and the connection with beliefs she wanted to model explicitly and saw herself as a role model, as did all the PSTs. She knew as time went along with more lived experience and reflection her identity can be described in her words on engagement and how she developed, "inside of me…I was just more awake, aware- ready for something to go wrong".

5.7 My concluding thoughts on the Resonating Thread Four

As a teacher educator, I was privy to all six PSTS development in confidence and interrogation of their belief systems over the time that we met. Often their belief systems, which they brought to their studies were coloured by their childhood experiences. Each one's belief system changed over time and as they progressed to become graduate teachers ready to teach in their own classrooms. They knew the impact of their identity on the classroom and each embraced their own strengths to develop their classroom practice and this enabled them to further their understandings of how to engage students in learning. I observed cognitive dissonance (Fisher et al., 2008) in a safe environment, which led to the development of a positive teacher identity for each of the six pre-service teachers. When they felt unsure they discussed the challenges they faced and what it meant to their thinking and in time they gained confidence through discussing critical events with engagement and this fostered pre-service teacher resilience through relationships and identity formation (Le Cornu, 2009). A natural flow on effect was the pre-service teachers began mentoring (Le Cornu, 2005) each other as a way of making the connection between confidence and challenging belief systems. This saw developments in identity formation as they discussed engagement. I concur with Ronfedt and Grossman (2008) who suggest there are three stages in the development of pre-service teachers - early images, opportunities to construct ideas through observation and time to be given to experiment and evaluate. Extended periods of professional experience may be an opportunity for pre-service teachers to truly develop a well-rounded professional identity.

5.8 My concluding thoughts on the discussion of the four resonating threads

The four resonating threads that emerged across the six portraits (Roy, Melissa, Anna, Roy, Grace and Laura) told me as a novice teacher educator that theory- practice, relationships, reflection and pre-service teacher identity formations should be taken into consideration when making the connection between engagement and learning to teach in the primary classroom. I observed each pre-service teacher demonstrate a desire to be a scholar teacher and they wanted to draw upon theory to underpin classroom practice. But, when faced with a classroom where theory does not quite align as expected pre-service teachers can disconnect from best 'practice' to meet the needs of their own classroom. In addition, 'echoes of theory' became a salient feature. It does not suggest incompetence but does raise questions regarding the definition of what a professional can and should be able to do (Saks, 2012) and the role of professional experience and the connection with engagement? Relationships with key people are integral. Families and friends, along with classroom teachers are pinnacle in the lives of each pre-service teacher. Relationships form the heart of teaching and this discussion supports this idea.

Affording pre-service teachers opportunities during professional experience to consider relationships beyond the classroom is critical. In particular, the role of parents and the school community needs to be considered in ITE programs. Ideas on reflecting on classroom practice became the third resonating thread and it is evident from this study that reflection is a core function and should be built in to professional experience programs. Opportunities should be afforded to reflect in small communities of practice (Wenger, 2000). Finally, with the fourth resonating thread opportunities to gain in confidence and to challenge belief systems are a useful way forward to develop pre-service teacher identity. To follow is the conclusion where I will review the research question, draw conclusions, highlight challenges, note implications for teacher education and offer my thoughts on future research directions.

CHAPTER SIX: CONCLUSION

When I started this thesis, I was a novice teacher educator. In my tutorials, I observed that my students constantly sought advice about their professional experience program and consistently expressed some dissatisfaction with this aspect of their preparation for teaching. I was also aware that student engagement was a priority in education and wondered how professional experience programs were helping pre-service teachers to learn about student engagement. As such, I sought to answer the research question - How do pre-service teachers engage students in learning during professional experience programs? As a way forward to help me answer this research question, I embarked with a voluntary group of six pre-service primary school teachers along a pathway to learning. Professional Experience Programs are a core function within Initial Teacher Education and form the basis of a quality program (Darling-Hammond, 2006; Zeichner, 1999). This thesis has outlined new understandings from the perspectives of preservice teachers about how professional experience provides an opportunity to develop key relationships, to apply understandings of theory to practice, and to understand their own identities as beginning teachers.

Drawing upon Narrative Inquiry (Clandinin & Connelly, 2000) over a period of eighteen months I participated in conversations with the pre-service teachers where we explored their experiences of engaging primary school students in learning. Emerging from these conversations I identified four resonating threads (Clandinin, Lessard & Caine, 2012) that offered insights into how the pre-service teachers were learning to engage their students. This thesis highlights that professional experience programs can provide pre-service teachers with possibilities for learning about student engagement. And it is the quality and nature of the pre-service teachers' ability to draw on theoretical ideas, build relationships, reflect on their work and develop a professional identity in practice that can help to make a difference to learning. In this chapter, I reflect on the research process and offer some thoughts on how the experiences described by the participants in the study might inform the education of pre-service teachers and further research.

6.1 The research process: a narrative journey

My intention in taking a narrative approach was to explore the pre-service teachers' experiences of learning to engage students during their professional experience program. The journey presented some opportunities to reflect on the research process (Bain et al., 2002; Bolton, 2010). This thesis involved six participants from one university in New South Wales, Australia. To disseminate information about the research I used a snow-balling technique (Johnson & Christenson, 2008) and as result I found that instead of a random selection of participants volunteering, pre-service teachers who were 'friends' tended to sign up. Although each participant did volunteer and they were aware they could leave the study at any-time, I was conscious that 'like-minded' people may have joined the study. There were some benefits to this

as the participants knew each other and this provided a foundation for the research relationships and our conversations.

6.1.1 Narrative Inquiry: Limitations

One significant criticism of narrative inquiry is its subjectivity. What should be kept in and what should be left out? According to Webster and Mertova (2007, p.20) "…subjectivity treated with appropriate care and respect is acceptable and does not belittle the integrity of the approach." Another concern is what Clandinin and Connelly (1990) call the 'Hollywood plot'. This is when the narrative becomes distorted to have a happy ending and everything works out. Spence (1986) describes this process as "narrative smoothing" (p.211). Clandinin and Connelly (1990) argue in this case the problem is a judicial one where researchers must make a series of judgement calls and be alert so stories are not told this way. In this study the presentation of the texts was strongly guided by the research questions and this ultimately informed the inclusion of the selected narratives. Consequently, I acknowledge as a researcher I am part of the study (Celik, 2011; McDonald et al., 2014) and I have chosen to report on the critical events I heard where I could link what was discussed with the aim of the research and also treat the participants with care and respect (Webster & Mertova, 2007).

In narrative inquiry what Clandinin and Connelly (1990) call the 'Hollywood plot' can become a limitation. Spence (1986) describes this process as "narrative smoothing" (p.211) which, is a way of glossing over the features from individual stories. Clandinin and Connelly (1990) argue the problem is a judicial one where researchers must make a series of judgement calls and be alert so that stories are not told this way. I feel I have overcome this, as each pre-service teacher succeeded in graduating but by no means were their stories all about 'happy endings'. By creating narrative portraits and using direct quote vignettes (Reissmann, 2008), I am endeavouring to include the inconsistencies and contradictions that make up the life stories of the participants, rather than presenting a neat story of professional identity building.

In this study, the presentation of the texts was strongly guided by the research questions and this ultimately informed the inclusion of the selected field texts and the resonating threads that were pulled from these texts. Narrative inquiry (Kooy, 2006) was used in this research because it involved the pre-service teachers participating in research relationships where they could tell stories, which formed the basis for reflection and opened opportunities for learning and future actions. I chose to investigate with a small number of participants rather than aiming to create generalisable findings (Babbie, 2015) because it was more appropriate to the theme of my study. As a TE working within the University context I was ideally placed to explore the experiences of the pre-service teachers' learning to engage students during their professional

experience program. The focus, was on developing understandings that might have resonance for different contexts and people.

Reflecting on the experiences of the participants in the study there are some insights that might be relevant to the education of PSTs, and how they learn to engage students during their professional experience program these are: 1) connections/disconnections between theory and practice; 2) the importance of forming relationships; 3) the power of reflection; and 4) professional identities.

6.2 Connections between theory and practice

An understanding of the connection and/or disconnection between theory and practice emerged as an important factor in the pre-service teachers' learning. This has caused me to reflect on the close association between theory and practice (Dewey, 1938; Pring, 2000). During the study, it became apparent that the theory taught during coursework to prepare the pre-service teachers for professional experience included both episteme and phronesis (Kessels & Korthagen, 1996, p.7). Episteme was a way for the pre-service teachers to apply general concepts based upon research across different professional experience opportunities. Phronesis was how the pre-service teachers put ideas in practice to use the theory in their various lessons. Each pre-service teacher did draw upon theories to succeed with student engagement, however, each participant noted that theory and practice cannot be taught in isolation (Pring, 2000).

These ideas about theory and practice have led me to reflect on professional standards for graduate teachers (AITSL, 2013) and ideas about what it means to be a scholarly teacher (Martin, 2007; Smith, 2001). There is a connection between meeting the standards in Australia and the importance of being able to draw upon different theories to inform reflection (Richlin, 2001; Richlin & Cox, 2001). The journey to become a professional as defined by Saks (2012) has its beginnings for teachers in pre-service teacher education (ITE). This journey to become a professional teacher means careful consideration could be given to the role of ITE preparation. Strategic opportunities must be taken to put into practice theory taught during coursework, which means moving beyond lecture hall. If professionals are to truly understand the nature of their work, the integrated role of quality professional experience programs (Cochran-Smith, 2005; Darling-Hammond, 2006) is of upmost importance. This requires being able to consider diverse classrooms and school communities (Hattie, 2010), including relationships with parents. Some theory can only be truly understood when put in practice and this may explain why **'echoes of theory'** are evident in this study: the pre-service teachers have only just begun their scholarly journey (Martin, 2007). Perhaps, rather than calling for pre-service teachers to be 'classroom ready' instead they become 'profession ready'. Ways this can be fostered may include being ready to learn, ready to inquire, ready to collaborate, ready to embrace change, ready to reflect

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(Babbie, 2015). Becoming 'profession ready' rather than simply 'classroom ready', may transform teacher preparation as the focus shifts from linear measures of impact to teachers who take an inquiry stance in all of their work. This new focus in ITE, if undertaken in partnership with school systems, would begin to address Zeichner's (2010) call for a hybrid space and a communities of practice model. In this way notions like mutuality, hybridity and collaboration (Forgasz et al., 2018) can become a reality.

6.3 The importance of forming relationships

Forming relationships with key people was valuable for the pre-service teachers' learning and their ability to engage students. Peters, Le Cornu and Collins (2003) note that forming relationships is important when developing any classroom culture. Dewey (1934) emphasised that **'interaction'** is important for teachers to consider and this is often observed as what Wenger (2000) describes as communities of practice.

The Grattan Institute (Goss & Sonnemann, 2017) report on classrooms and engagement noted that relationships between teachers and students are key to engagement. Students are more likely to be engaged if they have good relationships (Hattie, 2008). A consistent and salient feature across all six portraits was a desire to have a good working relationships with the classroom teacher. Most of the pre-service teachers were afforded the opportunity to work with a teacher who like them valued a "communities of practice' approach (Wenger, 2000). This productive relationship with the classroom teacher allowed for innovation, experimentation and reflection upon 'failed' lessons with engagement. The situation and interaction (Dewey, 1938) with the classroom teacher suggested there was a 'flatter' style of mentoring emerging as each caring member (Noddings, 2000) shared their scholar based skills, knowledge and understandings.

Some of the pre-service teachers found some classroom teachers took on an autocratic style of teaching (Aspland, 2006; Robinson, 2006). Considering the rich learning experience observed with the 'communities of practice' classroom teachers (Wenger, 2000) an autocratic style may not be best practice if we wish to foster positive productive relationships. Fostering engagement in a time when pre-service teachers aspire to be scholarly by nature as well as community oriented aligns with a communities of practice (Wenger, 2000) approach rather than one which is autocratic by nature. A more generative approach may be when classroom teachers and Teacher Educators are prepared to be collaborative, and learn with or from PSTs. This might transpire when learning communities within schools, involve teachers and the pre-service teachers they work with from each university. For example, pre-service teachers could access professional learning through the school at any time and could even lead sessions specifically related to their learning at university based on the very latest research.

6.4 The power of reflection

The discussions with the pre-service teachers over the eighteen months told me reflection on engagement became deeper over time and saw a shift to where they could all recognise that students must be active in the journey towards engagement in the classroom. Deeper connections made by pre-service teachers could possibly be achieved if they attended the same school for an entire year to minimise the impact of praxis shock (Chong, Low & Goh, 2011). Extended experience does not have to be just lineal, as in a greater number of days, quite possibly it could be about what is done in the days allocated. For example, actively engaging with the school community in attending but also contributing to professional learning, community events, student support programs and so on.

Critical thinking is a core function of teaching and the learning environment can shape success with engagement (Cochran-Smith et al., 2009). The role of a teacher is paramount as is that of the learner. Cochran-Smith (date) suggests the role of educators is paramount in times where reform is being called for. The importance of a classroom teacher and what they know is essential. Consequently, having an ability to reflect depends upon what we know and for this study it is about what the pre-service teachers came to understand as scholar teachers of engagement or the 'inquiry stance' (Cochran-Smith & Lytle, 2009) which is complex and deeply contextualised (Cochran-Smith & Lytle, 2001). They call for practitioner researchers in local settings across the world to ally their work with others as part of larger social and intellectual movements for social change and social justice. This is a move away from the notion of transmission where 'skills training' (Lieberman & Miller, 1994) was once a core way of learning. Instead, opportunities to construct together as part of the daily life of schools (Darling-Hammond, 2006) is a way of giving each practitioner and each partner in the educative project a voice (Cochran-Smith, 2005). This in many ways is what Cochran-Smith suggest is the next generation of practitioners. For example, all PSTs desiring to teach in a community where notions like equity and social justice became part of our daily lives and practice (Cochran-Smith, 2005). For the pre-service teachers in this study it was about becoming scholar teachers. For me it was as the role of an early career researcher and scholar teacher educator (Marsh, 2007) with vast amounts of classroom experience. We all aspired to be the 'best teacher' we could be in our own contexts. Our journey together considered daily lives in schools (Darling-Hammond, 2005) and how we can construct rich opportunities. We became generators of knowledge (Cochran-Smith & Lytle, 2001) with each other. Supporting students to be engaged saw each pre-service teacher reflect during our journey (Cochran-Smith, 2005; Cochran-Smith & Lytle, 2009) and this shaped their individual identities. Such reflection can be more transformative when shared with others as a collective endeavour between PSTs, teachers, teacher educators and community.

Deeper relationships between ITE and schools should be enabled. Zeichner (2010) describes this disconnect between campus (coursework) and schools-based components. He suggests a 'hybrid space' where academics and practitioner knowledge is shared across this community may require a shift in paradigms and this central problem has plagued teacher education programs. For example, Conklin and Kalchman (2018) suggest ways forward might include involve establishing relationships with colleagues who discuss red herrings- information disseminated as not intended and can be misleading or have never been easily negotiated that have plagued professional experience programs for quite some time. They suggest this may offer a way forward to tap into "expertise, experience and knowledge that both compliment and supplement" (Conklin & Kalchman, 2008; p.13-14) skill set. Cochran-Smith and Lytle (2009), for example, suggest teaching reform requires renegotiating the role of research and practice. It has been long understood transferring into teaching means teachers are often unaware of notions like the value of what can be known from research (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006). Knowledge generation is a possible way forward to offer intelligent practice during professional experience. Intelligent behaviours occurred through the pre-service teachers and myself by drawing upon past experiences to develop skills and changes in attitudes with the aspiration to be scholarly where theory-practice are interwoven and cannot be divided (Pring, 2000). Pre-service teachers could be afforded to undertake scholarly inquiry while in schools. For example, with new Teaching Performance Assessment (TPA) as introduced by AITSL (2018) could be taken as an opportunity to develop an inquiry stance as they weave theory through practice to demonstrate impact on student outcomes.

6.5 Professional identities

Affording pre-service teachers the confidence to shape and reshape their belief systems became an important part of the journey in this study. It seems that each pre-service teacher who had success with engagement also had great success with personal growth. It seems then that strategic experiences which afford pre-service teachers' opportunities to negotiate tensions and contradictions can be enhanced by what Dewey (1938) describes as a repertoire of experiences such as teaching in diverse classrooms in low socio-economic schools (SES) or in high English as an Additional Language (EALD) communities (Munns, 2008). Responding to critical events (Webster & Mertova, 2007) as experienced by each pre-service teacher is a worthy consideration for this study. Each pre-service teacher gained in confidence over the course of their journey often after a challenging critical event with engagement. Over time, each pre-service teacher was willing to be vulnerable and authentic for they felt a sense of trust (Cochran-Smith, 2005). When they were faced with their own unique critical events (Webster & Mertova, 2007), they sometimes faced cognitive dissonance (Fisher et. al, 2008) and were transformed in their

thinking and practice. Dialogue on critical events could be a way forward in preparing PSTs for the various situations they may face and these situations could be used to prompt reflective judgements and actions.

6.6 Reflections for future practice

The connections between the four threads (Clandinin & Huber, 2007) that I have explicated in this thesis have highlighted professional experience as a fundamental and necessary part of the journey to become a teacher. It affords pre-service teachers opportunities for active learning from experience (Dewey, 1938) for we can only 'learn so much' in a lecture theatre or in a tutorial. However, professional experience alone does not necessarily develop an 'inquiry stance' (Cochrane-Smith & Lytle, 2009). The ultimate purpose of an inquiry of stance is to enrich student learning and foster life choices in response to disparities like socio-economic disadvantage, as noted by some pre-service teachers in this study. By taking on the 'inquiry stance' (Cochran-Smith & Lytle, 2001) in this study I was able to observe the pre-service teachers to unravel their ideas into cohesive scholarly based practitioners upon graduation, as a result of notions like understanding theory-practice, the various relationships, reflection upon practice and the development of identity. Identity then requires opportunity to be "profession ready" rather than "classroom ready" and this calls for the consideration of working with and across diverse communities. Identity development and formation only begins during ITE preparation. Getting the origins 'right' is paramount as this will form the basis of all future practice. Notions like scholar informed practice, context, diversity and the role of relationships should become core with identity formation. Theory naturally then will become part of identity for it guides practice.

6.7 Implications for future research directions

In reading and reflecting on the narrative portraits and on the four resonant threads that connected each portrait I began to think about the implications of this study for future research. Some suggestions might include:

- Research, could be conducted upon relationships as a way forward with attempting to make more organic 'communities of practice' (Wenger, 2000) in PEP. How can school /university partnerships become more organic, natural and collaborative by nature? A better understanding of structures between schools and universities as a two-way partnership would be generative for further research. In response to notions like 'inquiry stance', Cochran-Smith & Lytle (2001) suggest it is important to emphasise key features and these could be researched beyond this study to explore notions like the interplay between professional development and the role of research, policy and practice for pre-service teachers, teacher educators and classroom teachers.

- It could be worthwhile to talk to each of the pre-service teachers post-graduation and explore their continued journey with engagement. For example, at 5 years post-graduation; then ten years post-graduation and so on. This could be a way forward as suggested by Zeichner (2010) to help develop a two-way partnerships between schools and universities and have a greater understanding of the transition as novice teachers in ITE to more experienced professionals.

- The study chose to research the four-year initial teacher education degree and this meant there were cohorts of pre-service students not interviewed such as 'career changers'. These are students who have come to ITE with a previous degree in another field and have been enrolled into the program based upon their experience in various key learning areas. Graduate ITE cohorts finish their teaching degree in a two-year period and they bring to their studies very separate experiences. This could be scope for a future study direction and give scope to compare.

- In the future further work could involve a more diverse group of pre-service teachers such as those failing their professional experience program or to use a different recruiting technique to snow-balling to foster a broader random selection

6.8 Concluding thoughts

Professional experience programs are integral to the construction of teacher knowledge. Therefore, understanding theoretical ideas, building relationships, reflecting upon practice and developing a professional identity may contribute to the development of a deep knowledge of how to engage students in learning. There are frailties in Initial Teacher Education, especially in a context where the preparation of pre-service teachers is shaped by globalisation, and technology. Regardless, teacher quality must be a core feature of an initial ITE program and this journey is complex and multi-faceted particularly, when notions like student engagement in diverse communities is considered. Transitions to practice in an authentic, genuine two-way relationship between schools and universities as part of an 'inquiry stance' (Cochran-Smith, 2005) process may help to generate reliable 'forms of knowledge' and knowing in the preparation of teachers. Focusing on "culture building" (Cochran-Smith & Lytle, 2001) rather than being transmissionist or "skills training" oriented (Lieberman & Miller, 1994) should help us to gain a better understanding of the daily lives of schools (Darling-Hammond, 2006) when supporting pre-service teachers to offer each child they teach rich opportunities to be engaged learners.

APPENDIX A

Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
AITSL	Australian Institute of Teaching and School Leadership
CBTE	Contemporary Based Teacher Education
CT	Classroom Teacher (supervising)
ESL/NESB/EALD/LBOTE	English Second Language/Non-English Speaking Background/
DEST	Department of Education, Science and Training-DEEWR
GIFs	Graphic Interchange Formats
GPA	Grade Point Average at Higher Education
GONSKI	Led by Mr David Gonski- Review of federal funding for schooling
HE	Higher Education
HLTPS	High-Leverage Teaching Practices
HOT/ HOTs	Higher Order Thinking
HSIE	Learning Area(subject) Human Sciences & Its Environment
ITE	Initial Teacher Education, Teacher Education
KLA/LA	Key Learning Area/ Learning Area such as English, Mathematics
Master teacher	Classroom supervising teacher
MoE	Minister of Education
N/A	Not Applicable
NAPLAN	National Assessment Program- Literacy and Numeracy
NESA	New South Wales Education Standards Authority, formerly BOSTES-Board of Studies Teaching and Educational Standards NSW
N.S.W.	New South Wales, Australia
N.S.W. QTF	New South Wales Quality Teaching Framework
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
PEP/ PEPs/Prac	Professional Experience Programs, Field Experience, Practicum
PST/PSTS/	Pre-Service Teacher, Student teacher
PSTI	Pre-Service Teacher Identity
SES	Socio- Economic Community
TE	Teacher Educator, University academic (Lecturer, tutor)
TED-S	Teacher Education and Mathematics Survey Report
TEMAG	The Teacher Education Ministry Advisory Group (Australia)
TI	Teacher Identity
UK	United Kingdom
Uni	University/ Higher Education
US/USA	Unit States/ United States of America
ZPD	Zone of Proximity (Vygotsky, 1978)

List of indicative topics/themes

The focus groups explored indicative topics, which included:

- Can you explain what you understand about student engagement

- Think of your professional experience opportunities. Name the school, stage and lesson.

B.) Discuss engagement

➢ Can you give examples during professional experience opportunities when you knew a child was engaged?

➢ How did this make you feel?

➢ Did you do anything about this?

➢ Have you thought of this experience since the professional experience program finished?

    B.) Discuss disengagement

➢ Can you give examples during professional experience opportunities when you knew a child was not engaged?

➢ Elaborate on why this may have happened

➢ How did this make you feel?

➢ Did you do anything about it?

➢ Have you thought about this experience since the professional experience has finished?

5. Life experience:

What experiences in your life helped you identify engagement? (e.g.: your own experiences at school, university on campus programs, school professional experience programs)

6. Would you like to add anything else?

Call for participants

Who?

If you are a parent and have chosen to enter primary teaching

What?

You will be asked a series of questions on the topic theory into practice

How long?

1 hour round table chat (and email correspondence)

To participate or for further information:
Email Sandy: sandy.rawling@mq.edu.au

Coffee, tea, cakes and homemade rocky road will be readily available throughout the interview....

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