Symposium:

Responding to shifting contexts for initial teacher education in New Zealand

Paper #3

Seeking cohesion in a teacher education programme: Weaving conceptualisations, contexts and courses

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Abstract (from AARE/NZARE programme)

In this paper we describe key elements of the teacher programme we have developed. This is a one-year intensive professional preparation programme that integrates and interweaves research-informed professional knowledge and evidence-based inquiry with embedded practice-based experiences. The programme is situated within a school-university community of practice. Within the programme model we pay explicit attention to the development of "adaptive expertise" (Hatano & Inagaki, 1986) through the interweaving of the centralising constructs of "learning to practice" principles (Timperley, 2012) and "central tasks" of initial teacher education (Feiman-Nemser, 2001) that align with research-evidence on high-quality initial teacher education programme design (Darling-Hammond, et. al., 2005). We use a focused, iterative use of selected conceptual frameworks for practice that focus on the development of research-informed culturally responsive teaching-learning practices.

In our model we have situated ITE student learning in an intentionally co-constructed community of practice blended across locations and media. The programme is constituted as a contemporary learning environment, that is a purposeful blend of face-to-face and online learning. We have an explicit focus on working with Partner Schools with high populations of learners who are Māori, Pasifika, speakers of languages other than English, and those who experience particular learning needs (i.e. priority learners). We've designed embedded professional practice learning experiences, including experiences that go beyond the school walls to engage with families, whānau, hapū, iwi, aiga and the wider communities that support young people's well-being.

There is multi-disciplinary, cross-sector collegial engagement among ITE students, school sector educators and university staff. Our mentoring/coaching model is co-constructed by university and Partner School staff, while aligned to the development of adaptive expertise. We have an embedded and explicit use of a research-based structure and method for the development of an evidence-based e-portfolio to document ITE student learning and development as action competent teacher graduates, with a consistent use of an explicit

inquiry/learning model across all coursework and professional practice learning experiences in the programme.

Introduction

Mā te whakaaro nui e hanga to whare;

mā te matauranga e whakaū

Big ideas create the house; knowledge maintains it

(Whakatauki – Māori proverb)

The University of Canterbury (UC) Master of Teaching and Learning (MTchgLn) has been developed in response to a Ministry of Education initiative to support selected providers to introduce exemplary and innovative postgraduate initial teacher education (ITE) programmes. The initial and ongoing development of the programme is informed by Ministry expectations for postgraduate ITE, international research about what students should know and learn within initial teacher preparation, and national regulatory frameworks. However, central to the local development process is the clarification of what it is that pre-service teachers need to know and learn in local context and the application of these understandings within specific programme structures.

The MTchgLn programme at UC, which will have its first cohort of students in 2015, is a local response to a government initiative and policy agenda, co-constructed through negotiation and collaboration with Ngāi Tahu and partner schools in the programme. The local context gives the programme particular characteristics and shape. A range of local factors have influenced the MTchgLn development and continue to shape the MTchgLn programme, including post-earthquakes restructuring of Christchurch schools[1], established and developing relationships between the university and partner schools, and the aspirations of

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[1] Post the 2010 and 2011 earthquakes, Christchurch is an environment of shifting population and changing urban demographics, with a movement of population from the most badly affected east of the city to the west. The New Zealand government has a policy for 'school renewal' http://shapingeducation.govt.nz/directions-full. Implementation of this policy has seen, or will see, some schools close, some merge, others expand from being years 9-13 to years 7-13 schools, one restructure into a multi-sector (early childhood, primary and secondary) campus; and the renovation or construction from new of schools as 'modern learning environments'.

Ngāi Tahu and mana whenua[2] for education generally and ITE more specifically. These factors provide unique opportunities for UC teacher educators, Ngāi Tahu and partner schools to work together in the co-construction of the UC MTchgLn.

In this paper, we describe key synthesising features and structures within the programme, that give local expression to understandings of what it is that pre-service teachers need to be able to know and do. In particular, we focus on the programme core values and the development of Te Poutama Kaiwhakaako[3] as a unifying framework and representation of these core values in action. Programme development is ongoing and we continue to work with partners to weave the core values through programme structures, courses and professional practice components. As the whakatauki suggests, it is the big ideas that create the overall vision for the MTchgLn programme, but these ideas need to be maintained. It is through the work of partners to co-contruct the synthesising knowledge and practice frameworks that the big ideas for effective teacher preparation are implemented, supported and sustained.

Theoretical foundations

In recent time, considerable effort has gone into defining what it is that pre-service teachers, along with beginning and experienced teachers, need to know and learn as part of their teacher preparation (Aitken, Sinnema, & Meyer, 2013; Darling-Hammond & Bransford, 2005; Feiman-Nemser, 2001; Heilbronn, 2010). This is an international concern. However, defining what is 'good practice' for pre-service teachers has been shown to be problematic. There are tensions between competing interests and imperatives in relation to the development of standards for pre-service teachers. At one level these can be understood in relation to competing views of teacher education as 'training' or as more theoretically grounded and critical 'education' (Yandell, 2010). At another level these tensions are evident in the articulation of broad goals and establishment of

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[2] Mana whenua relates to power associated with occupation and possession of tribal land and those who have the authority and jurisdiction over this territory http://www.maoridictionary.co.nz/word/3452.

[3] Te Poutama Kaiwhakaako represents steps to teaching knowledge and understanding.

standards that support teaching, represented in more open and aspirational statements, which are in contrast to more particular, measurable criteria for assessment of pre-service teacher competence that serve accountability purposes (Aitken et al, 2013).

Locally, what is understood to constitute 'good practice' is defined in cultural context. In Aotearoa New Zealand, pre-service teacher competence is defined through particular policy documents (New Zealand Teachers Council, 2011, nd) and informed by New Zealand-based research (including Bishop & Berryman, 2009; Macfarlane, 2004; Timperley, Wilson, Barrar, & Fung, 2007). Those engaged in teacher preparation are challenged to reflect the aspiration for pre-service teachers to better serve the needs of Māori and other 'priority learners', including Pasifika, speakers of languages other than English, and those who experience particular learning needs. Treaty[4] relationships mean that those engaged in ITE development are challenged to develop meaningful bi-cultural partnerships with iwi and mana whenua that recognise and reflect through practice the aspirations of Māori for education and educational success of Māori learners.

Framed within a teacher education, as opposed to teacher training, paradigm, the ongoing development of the UC MTchgLn pays explicit attention to the development of 'adaptive expertise' (Hatano & Inagaki, 1986), recognising that pre-service teachers are new to teaching. In broad programme design and conceptual framing, this is achieved through the interweaving of the centralising constructs of 'learning to practice' principles (Timperley, 2012) and 'central tasks' of initial teacher education (Feiman-Nemser, 2001) that align with research-evidence on high-quality initial teacher education programme design (Darling-Hammond, et. al., 2005). Aligned with the development of adaptive expertise is the development of teacher 'action competence' (Fontes, 2004), which includes, but is also more than, having a repertoire of effective pedagogical

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[4] The Treaty of Waitangi, initially signed on 6 February 1840, was between iwi (tribal) leaders and the Crown. It is understood to be the foundational document for the nation, establishing a partnership between iwi and the Crown, although the history of this partnership through colonial and post-colonial years has not been one of equity for Māori.

tools. It denotes having knowledge about learners, society and teaching (knowing about), combined with know-how and knowledge of how to act (knowledge in action), and the will to act to bring about educational change (values for action). We use selected conceptual frameworks for practice and tools that focus on the development of research-informed, culturally responsive teaching and learning practices that are integral to the development of graduate teacher adaptive expertise and action competence.

From broad intentions to centralising programme frameworks

In focusing in from the broad intentions and conceptual frameworks to more specific, operational points of programme development and implementation, a range of MTcghLn programme features have been, and continue to be, attended to and negotiated with iwi and school partners. These include things like the co-construction of a community of practice and mentoring model in support of pre-service teacher professional practice experiences in schools, the framing of pre-service teacher inquiry through constituent courses, and refining of the selection process to attend to dispositional features. Two key centralising and synthesising features of the programme, which provide reference points for pre-service teacher development and learning in practice, on which pre-service teacher inquiry is predicated and towards which mentoring of pre-service teachers is directed, are the programme core values and poutama.

Programme core values

The four core values for the UC MTchgLn are defined as:

- *Intellectual rigour and scholarship* – relates to disciplinary scholarship and engagement with research and the evidence-base for teaching and learning, having the ability to engage in teacher inquiry, to think critically and take the perspective of others;
- *Leadership of learning* – relates to having a sense of moral purpose for teaching, agency and willingness to take responsibility for students' learning, and skill in dealing with complexity;

- *Commitment to inclusiveness and equity* – relates to viewing diversity as a strength rather than a problem to be managed, having sensitivity and compassion, and being tolerant, respectful and fair;
- *Collaboration and partnership* – relates to having positive attitudes towards children, families and colleagues, being willing to seek out and support collaborative relationships with students, families, whānau, hapū, iwi, aiga, and community, as well as pre-service teacher peers, university and school teachers and other education professionals.

These core values are given form and effect through Te Poutama Kaiwhakaaro, which defines what it is that pre-service teachers in the UC MTchgLn need to know and learn in order to develop adaptive expertise and action competence.
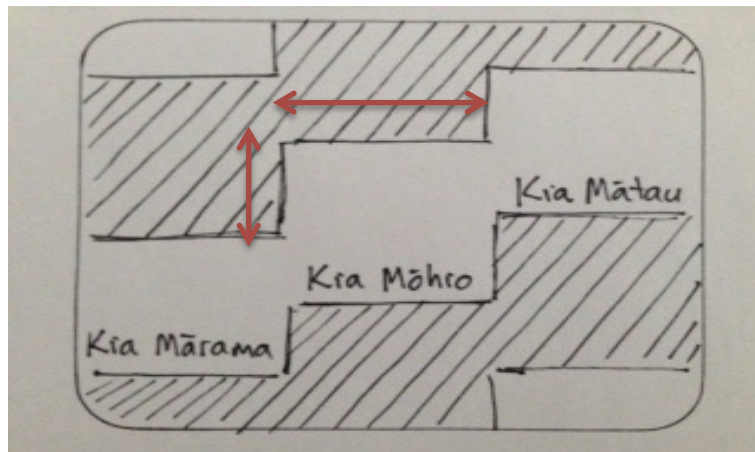
Te Poutama Kaiwhakaaro

Te Poutama Kaiwhakaaro is a synthesising structure that addresses the core values of the UC MTchgLn. It represents the UC and iwi partners' shared understanding of the development of adaptive expertise and action competence for pre-service teachers in the UC programme and constitutes a framework for pre-service teacher development in a locally developed, culturally encompassing framework. The poutama incorporates and is informed by Ministry of Education sanctioned cultural competencies for teachers (New Zealand Teachers Council, 2011) and the nationally mandated graduating teacher standards (New Zealand Teachers Council, nd) as well as a broader research relating to effective teaching and effective teacher profiles for teachers in Aotearoa New Zealand (including Bishop & Berryman, 2009; Macfarlane, 2004). Te Poutama Kaiwhakaaro was co-constructed with the MTchgLn Ngāi Tahu Educational Advisory Group, through an iterative process of development and review. The poutama framework, representing steps to knowledge (Figure 1), was recommended by the advisory group. Poutama frequently feature in tukutuku panels[5] and woven mats and they may symbolise levels of learning or genealogies.

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[5] Tukutuku panels are lattice work panels. In a meeting house, they are panels on the walls between the carvings.

The poutama is organised around the MTchgLn programme core values. For each of the core values, descriptors are used to define pre-service teachers' development and growth from kia mārama (developing understanding) through kia mōhio (knowing and applying) to kia mātau (leading and engaging). This progression represents pre-service teacher development of adaptive expertise and action competence. The steps represent advances in knowledge, through incidents of shifting understandings (the vertical riser) and periods of knowledge consolidation (the horizontal tread).

Figure 1: Poutama steps to knowledge

An example of Te Poutama Kaiwhakaako, relating to the core value of commitment to inclusiveness and equity, is outlined in Figure 2. The cultural dimensions use the language of culturally responsive practice from *Tātaiako* (New Zealand Teachers Council, 2011) and *He Kākano* (Ministry of Education, nd). The Kia Mātou descriptors are consistent with and at the level of the graduating teacher standards.

Figure 2: Te Poutama Kaiwhakaako: Commitment to Inclusiveness and Equity

Commitment to Inclusiveness and Equity	Kia Mārama *Developing Understanding*	Kia Mōhio *Knowing and applying*	Kia Mātau *Leading and engaging*
Wānanga *Supports learning through shared communication with ākonga,*	• Values student voice and feedback in the lesson • Uses an inclusive	• Shares a clear purpose for learning with ākonga through co-constructed and	• Effectively communicates with ākonga to create a supportive and inclusive

whānau, iwi and communities	approach in all teaching and learning • Uses positive and clear communication with ākonga	cooperative learner-focused activities • Develops a learning environment that is a shared space • Understands that whānau, hapū and iwi have expertise in their own right	learning environment • Demonstrates flexibility in response to the affective, cognitive and physical needs of diverse ākonga to ensure well-being and cultural safety of all ākonga • Has the skills to utilise interactions with parents, whānau, hapū, iwi, Māori, Pasifika and other cultures within the community
Tangata Whenuatanga *Provides contexts for learning where the identity, language and culture of ākonga and their whānau are affirmed*	• Models high expectations for learning • Ensures the learning environment reflects the world of the ākonga, their interests and cultures	• Creates opportunities for learners to draw on their identity, language and culture as contexts for learning • Adapts teaching and learning programmes based on ākonga evidence • Encourages all ākonga to share prior knowledge and rich cultural experiences as part of the learning	• Explains how knowledge of local context and local iwi and community is important in supporting Māori, Pasifika and other cultures to achieve in and through education • Has the tools and skills to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programmes
Rangatiratanga *Develops and applies understanding of practice that is culturally inclusive*	• Knows and treats ākonga holistically • Makes ākonga feel welcome in the classroom and ensures they participate and contribute	• Develops culturally responsive and inclusive practices • Ensures students want to come to school and to individual classes • Engenders a tone of respect and engagement in the classroom	• Demonstrates a range of strategies for promoting and nurturing a safe environment • Has the skills to analyse and respond to classroom situations using understanding of cultural inclusive pedagogy

Progressions are open to criticism for being linear, lockstep, inflexible or overly formulaic. It is envisaged that Te Poutama Kaiwhakaako will be used in a way that supports and guides pre-service teacher learning and development, by articulating what is involved in developing adaptive expertise and action competence as a pre-service teacher, acting as a reference point for mentoring discussions and personal goal setting, and presenting possible foci for pre-

service teacher inquiry relating to practice. It is understood that each pre-service teacher in the MTchgLn will begin with his or her feet on different steps and walk a personal and unique learning path, but with a vision and reference point for pre-service teacher development accessible through Te Poutama Kaiwhakaako.

Te Poutama Kaiwhakaako is an aspirational framework for effective teaching. It acts as a synthesising structure that addresses the core values for the UC MTchgLn, outlines the programme partners' understanding of the development of adaptive expertise and action competence, and symbolises pre-service teacher development and growth in a co-constructed and culturally encompassing framework.

Weaving core values into courses

The core values of the programme underpin the course structure (Figure 3) in the MTchgLn and are articulated and supported through features such as the intentional inclusion of:

- courses that support the development of a teacher researcher stance (in particular, EDMT604, 605 and 606), which relates to the core value of 'intellectual rigour and scholarship';
- two separate course that focus on the educational aspirations of Māori and diverse communities and the needs of Māori and diverse learners (EDMT602 and 603), foregrounding in particular the dispositions, values and practices that support Māori learners to succeed educationally, which relates to Treaty-based partnership relations and the core value of 'commitment to inclusiveness and equity';
- professional practice experiences as embedded components of professional inquiry (EDMT602 and 603) and curriculum papers (EDMT611, 612, 621, 622) and the grounding of professional practice within partner schools and fostering of a UC-school community of practice for mentoring of pre-service teachers during their professional practice experiences, which relates to 'collaboration and partnership';
- distinct curriculum courses that relate specifically to the primary and secondary sectors, supporting engagement with the evidence base for

teaching and learning in relation to children and young adults in curriculum and disciplinary contexts, which relate to the core values of 'intellectual rigour and scholarship' and 'leadership of learning'.

Figure 3: UC MTchgLn course structure

Summer - Jan	Semester 1	Semester 2	Summer - Dec
EDMT601 Teaching and Learning in Aotearoa New Zealand	EDMT604 Inquiry and Evidence-based Practice for Inclusive Learning Contexts 1	EDMT605 Inquiry and Evidence-based Practice for Inclusive Learning Contexts 2	EDMT606 Developing a Teacher-researcher Stance
	EDMT611 Curriculum, Pedagogy and Assessment in Primary Contexts 1: Engaging Diverse Learners in NZC OR EDMT621 Curriculum, Pedagogy and Assessment in Secondary Contexts 1: Engaging Diverse Learners in NZC	EDMT612 Curriculum, Pedagogy and Assessment in Primary Contexts 2: Engaging Diverse Learners in NZC OR EDMT622 Curriculum, Pedagogy and Assessment in Secondary Contexts 2: Engaging Diverse Learners in NZC and NCEA	
	EDMT602 Towards Māori Success: Presence, Engagement and Achievement		
	EDMT603 Creating Inclusive Learning Environments for Diverse Learners		

The poutama has been used in course design, and will be used in course implementation, as a unifying framework to guide pre-service teacher inquiry particularly, but not exclusively, within the EDMT604, 605 and 606 courses, and the development of a structured teacher portfolio. It provides a framework to challenge thinking relating to programme values and constituent dimensions that support both student learning in Aotearoa New Zealand schools and pre-service teachers' professional learning and practice. Student learning is supported by having pre-service teachers focus on how learners learn and the relational and pedagogical practices that support this learning, while pre-service teacher professional learning is directed, through the poutama framework, towards effective teacher attributes and the development of adaptive expertise and action competence. It is envisioned that the values and dimensions of the poutama will form the focus of pre-service teacher inquiry in the two

professional inquiry courses and the capstone Developing a Teacher Researcher Stance course, which will be based in action research and double-loop learning models that encourage learning through engagement with a perceived problem and invite pre-service teachers to examine their own and others' frames of reference and assumptions relating to these problems or challenges (Blackman, Connelly & Henderson, 2004; Jones, 2010). The aim is to empower and embolden pre-service teachers to construct their own theories in action (Jones, 2010). In association with inquiry processes and engagement in course work and professional practice experiences, pre-service teachers will develop personal structured teacher portfolios, which will evidence their learning and practice around the four core values and poutama dimensions.

Conclusion

The goal of the UC MTchgLn is the preparation of effective graduating teachers, through processes that support the development of adaptive and action competent (culturally responsive, critically reflective, flexible, empowered) leaders of learning. The structures of the UC MTchgLn, in the form of four core values and Te Poutama Kaiwhakaako, constitute locally defined, research informed, unifying frameworks for this new postgraduate ITE programme. They represent the programme development partners' understanding – in time and place – of what constitutes effective teaching, with particular regard to Māori and diverse learners. Te Poutama Kaiwhakaako articulates the core values and embeds cultural values within synthesising framework. Although the process of programme co-construction is ongoing and there may be adjustments in relation to details of the poutama, the broad intent and manner of thinking about and addressing the core values of the programme is evident through this synthesising feature of the UC MTchgLn.

The core values and poutama should be understood as aspirational statements of intent and a vision of quality teaching and pre-service teacher learning progression. These synthesising structures are our response to the challenge to clarify what it is that pre-service teachers need to know and learn in local context. They will act as guides for pre-service teacher development and inform

assessment processes, rather than act as technocratic assessment frameworks and collections of fixed assessment criteria. They will provide a foundation for ongoing course development, pre-service teachers' inquiry, critical reflection and goal setting, and for the mentoring of pre-service teachers during professional practice experiences in schools and the shared professional development and learning of university and school mentors. As such, these unifying and synthesising programme structures are central to how the programme will function in practice as it is implemented in 2015.

Acknowledgements

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