Developing graduate teacher expertise:

From broad intentions to practice

Jane Abbiss, Chris Astall, Ronnie Davey, Letitia Fickel, Missy Morton
Whakatauki

Ahakoa he iti, he pounamu

Although it is small, it is greenstone
Part 1: Overview

- **Part 1: Overview**

- **Part 2: Changes in expectations of initial teacher education**
  - development of adaptive expertise, action competence, cultural responsiveness
  - re-envisioning

- **Part 3: Translation in practice & context**
  - particular (national and local) context
  - MTchgLn at UC (Christchurch), New Zealand
  - translational research agenda

- **Part 4: Discussion**
Starting points

• What constitutes good teacher practice and teacher preparation is complex

  The nature of teaching reflects “ideas and priorities about the aims and desirable outcomes of education and schooling, with underlying values and cultural traits, which are deeply rooted in national histories and traditions” (Caena & Margiotta, 2010, p. 320)

• ‘Good’ practice for teaching and teacher preparation that is responsive to diverse learners is negotiated in context – socially and culturally grounded; in political and policy contexts
  – Europe – multi-culturalism; immigration & refugees; cultural & social disconnection; shared experiences & national differences
  – Aotearoa New Zealand – bi-cultural partnership (Crown & Māori) and indigenous rights; aspirations of Māori for educational success as Māori; MOE priorities for “priority learners”
Translational Research

- **Research as praxis** (Lather, 1986)
- **Translational research** – core commitments (learning, teaching, work, people); dissemination and use of evidence-based practice; space for collaborative, co-constructed inquiry (Smith & Helfenbein, 2009)
- **Practitioner research/self study** – practitioners have expertise and know questions to ask; central roles in scholarly inquiry (Cochran-Smith & Donnell, 2006)
- **Initial stages (first year)** – first step of translation research; making explicit the assumptions that underpin practice and research agendas
Research on effective teacher preparation

Translation in practice – ITE programme initiative

Translational research – collaborative, practitioner
Part 2: Changing expectations

Effective teaching - theory

• **Adaptive Expertise** (Hatano & Inagaki, 1986; Schwatz, Bransford & Sears, 2005)
  – Contrast routine expertise and flexible and adaptable approaches
  – Innovative, critical pedagogues
  – Able to develop sets of new strategies in response to learners and context

• **Action competence** (Fontes, 2004)
  – Knowledge about learners, society, teaching (knowing about)
  – Know-how and knowledge of how to act (knowledge in action)
  – Will to act/moral purpose (values for action)

• **Culturally responsive practice – Aotearoa New Zealand** (Bishop & Berryman, 2009; Macfarlane, 2004)
  – Aspirations of Māori to succeed as Māori;
  – Cultural competence (*Tātaiako: Cultural competencies for teachers of Māori learners*, MOE & NZTC)
Re-envisioning

International focus on diverse learners

– Mitigation of inequalities and responsiveness to diverse learners

Political will

– By 2013, the NZ Ministry of Education was signaling the need for change within initial teacher education as well, indicating: “Teachers entering the profession need to have the knowledge and adaptive expertise to work effectively with an increasingly diverse student population” (MOE, Education Workforce Advisory Group Report to the Minister of Education, p. 3,b).

‘Adaptive expertise’ in context

– Critical, flexible and innovative in response to Māori and Pasifika learners, students for whom English is an additional language, and and linguistically diverse learners and students who experience special learning needs (MOE “priority learners”)
Part 3: Translation in practice

Centralising frameworks

Operationalising the ‘big ideas’ through:

• **Core values** – 4 core values that reflect the shared vision of highly effective teachers
  • intellectual rigour and scholarship
  • leadership of learning
  • commitment to inclusiveness and equity
  • collaboration and partnership

  Alton-Lee, Bishop and Berryman, Cochrane-Smith, Darling-Hammond, Hattie, Timperley

• **Te Poutama Kaiwhakaaro** – developed around each of the core values, identifying 3 stages for pre-service teacher development

  Developed in partnership with Ngāi Tahu Educational Advisory Group
Poutama

1. (noun) the stepped pattern of *tukutuku* panels and woven mats, symbolising genealogies and also the various levels of learning and intellectual achievement. Some say they represent the steps which Tāne-o-te-wānanga ascended to the topmost realm in his quest for superior knowledge and religion.

Source: maoridictionary.co.nz

Source: Christchurch City Libraries
Poutama elements

Four core values
Reflect the MTChgLn programme vision of highly effective teachers
• intellectual rigour and scholarship
• leadership of learning
• commitment to inclusiveness and equity
• collaboration and partnership

Cultural elements
• Manaakitanga (caring values)
• Whānaungatanga (relationships)
• Ako (reciprocal teaching and learning)
• Wānanga (problem solving & communication)
• Tangata whenuatanga (place-base)
• Whakapiringatanga (managing for learning)
• Kotahitanga (working together)
• Mana motuhake (high expectations)
• Rangatiratanga (respecting and valuing culture)
A poutama has been developed for each of the core values of the programme.
Te Poutama Kaiwhakaako
Commitment to Inclusiveness and Equity

KIA MATAU
- Effectively communicates with ākonga to create a supportive and inclusive 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

- Demonstrates a range of strategies for promoting and nurturing a safe environment
- Analyses, theorises and responds to classroom situations using understanding of cultural inclusive pedagogy

- 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

KIA MOHIO
- Shares a clear purpose for learning with ākonga through co-constructed and 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

- Develops culturally responsive and inclusive practices
- Positively engages all ākonga in learning experiences
- Engenders a tone of respect and engagement in the classroom

- 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

KIA MARAMA
- Values student voice and feedback in the lesson
- Uses an inclusive approach in all teaching and learning
- Uses positive and clear communication with ākonga

- Knows and treats ākonga holistically
- Makes ākonga feel welcome in the classroom and ensure they participate and contribute
- Recognises the bicultural nature of teaching and learning in Aotearoa New Zealand

- Models high expectations for learning
- Ensures the learning environment reflects the world of the ākonga, their interests and cultures
- Understands the importance of identity, language and culture to the development and learning of ākonga

WANANGA
Supports learning through shared communication with ākonga, whānau, iwi and communities

RANGATIRATANGA
Develops and applies understanding of practice that is culturally inclusive

TANGATA WENUATANGA
Provides contexts for learning where the identity, language and culture of ākonga and their whānau are affirmed
Aspirational framework

• Synthesising structure

• Shared understanding of pre-service teacher learning and development
  – Culturally encompassing framework (cultural elements)
  – Developed in partnership with Ngāi Tahu Educational Advisory Group
  – Supports development of adaptive expertise
  – Supports development of action competence

• Illustrates pre-service teacher growth, in a cultural framework
  – Reference point for pre-service teacher, teacher mentors, university mentors
  – Foundation for professional inquiry, reflection and goal setting (through particular courses)
  – Focus for shared professional development and learning (PD) of teacher and university mentors
Next steps ...

Involves teams of practitioner researchers

Research foci include:

- Blended learning and digital learning spaces
- Mentoring and coaching
- Culturally responsive practice
  ITE students development of cultural competence and relevant practice that reflects adaptive expertise
- How ITE students learn – Learning processes and outcomes
  Relates to challenge-based curriculum and how different elements of programme and ITE practices support development of adaptive expertise
- Inclusive practices and Universal Design for Learning (UDL)
  How particular elements focused on inclusive schools and practices support development of adaptive expertise
We acknowledge the Ngāi Tahu Educational Advisory Group for the MTchgLn programme and colleagues in the UC College of Education who are part of the MTchgLn development team.

The programme development has been a collaborative effort. The structures developed to support the preparation of adaptive and action competent pre-service teachers reflect the knowledge and wisdom of the group.

*Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū*
Big ideas create the house; knowledge maintains it