

# **PRE SERVICE TEACHER EDUCATION: A QUESTION OF PARTNERSHIP**

## **REPORT ON A RESEARCH PROJECT FOR THE M.ED. DEGREE, UNIVERSITY OF CANTERBURY, 1993**

The following paper is divided into two parts. The first part looks at some recent trends and initiatives in pre-service teacher education in New Zealand and overseas with a particular emphasis on the literature relating to school-based teacher education. The second part outlines an alternative model of teacher education trialled at the Christchurch College of Education in 1993 and suggests some possible implications for the future of pre-service teacher training.

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# **PRE SERVICE TEACHER EDUCATION: A QUESTION OF PARTNERSHIP**

## **PART A: SOME RECENT INITIATIVES IN PRE SERVICE TEACHER EDUCATION IN THE UK, USA, AUSTRALIA AND NEW ZEALAND**

The concept of 'school-based teacher training' is currently receiving considerable attention and is provoking strong reaction amongst educators and politicians. The 1992 decision of the British Secretary of State for Education to locate 80% of the secondary Post Graduate Certificate in Education in schools has received both approval and condemnation. Closer to home, 1993 saw the Associate Minister of Education and chairman of the Parliamentary Education and Science Committee, Mr Tony Steel, publically criticising the role of Colleges of Education in initial teacher training and advocating instead a school based training model. For any informed decision to be made about the future of teacher education in New Zealand, an understanding of the implications of a school-based model and an awareness of current local and overseas initiatives aimed at developing more effective partnerships with schools, is vital.

The articles reviewed below indicate the extent to which educators and institutions in the 1980's and early 1990's have been experimenting with closer partnerships between schools and tertiary institutions. The emphasis is predominantly on the pre-service training of teachers for the secondary service, although reference is also made to a small number of primary initiatives. The concerns and, in many cases the theoretical or practical solutions bear a striking resemblance across the four countries surveyed.

### **UNITED KINGDOM**

Of all the recent developments in initial teacher training, the move in the United Kingdom towards a heavily school based model seems to have aroused the greatest controversy and condemnation. Recent reports indicate that the government has already had to modify its initial plans both in terms of the timeframe for implementation and in terms of the amount of time to be spent in schools. Government policy and some reactions to it are reviewed here. Also considered are a number of programmes which, independent of government policy, have sought a more effective partnership with schools.

As a result of the deliberations of a working party established under the auspices of the Universities Council for the Education of Teachers, an article on the Post- Graduate Certificate of Education (PGCE) was published in the British Journal of Teacher Education (1980). In the article, which was designed as a discussion document, Paul Hirst argues for the promotion of "greater partnership at a fundamental level between schools and training institutions". He sees this as one method of better integrating theory and practice and thus providing a truly 'professional' teacher training. The purely 'apprenticeship' model of training is rejected for its failure to address issues of educational theory, context, self analysis and reflection. Equally, "if the study of educational theory is left disassociated from the development of practical judgements, skills and personal qualities it cannot be expected to contribute significantly to professional preparation" (Hirst, p 6).

Donald McIntyre (McIntyre, 1991), in his paper on the Oxford model of teacher education, argues that initial teacher education has always been a marginal business for schools and that therefore, student teachers acquire only marginal status while on teaching practice. For this reason, Oxford University has developed a scheme for initial teacher training which involves a close relationship between the University department and 16 Oxfordshire schools. Students are attached to a school and to a particular subject department for the duration of their training year spending two days a week in the school as well as a 10 - 12 week period full time. An experienced teacher

acts as a mentor for the student, coordinating classroom related learning experiences and providing protection and guidance. At the same time, a member of the University staff coordinates the work of all students in the school and liaises closely with the mentors and the member of staff designated 'professional tutor'.

McIntyre points out that the scheme "makes possible effective partnership between the University and the schools" (McIntyre, 1991 p119). The major goals of the model are to "prepare beginning teachers who are competent classroom practitioners, and who are able to examine, analyse, evaluate and, where necessary, change their practices in rational ways (p126). Input from both the classroom practitioner and the University tutor is seen as vital to providing a balanced programme in which theory and practice are closely intertwined and in which a broader understanding of educational concepts informs the experience of a specific context. School practitioners therefore fulfil the role they are best qualified to undertake, while University tutors can "offer a wide knowledge of differing practices, a thorough understanding of relevant theoretical and research literature, considered analyses of the assumptions and values implicit in different practices, and skills in relating different kinds of knowledge and concerns" (p127).

In a paper "School Based Teacher Training: A Report on Mathematics Mentors' Work with Graduate Teacher Trainees", Pat Drake outlines a research project conducted by the University of Sussex over the academic year 1991 - 1992, which looked at mathematics teachers working with graduate mathematics teacher trainees in secondary schools on a school based teacher training scheme. Under this training scheme students spend 24 weeks of the year 'physically' in school. Each trainee is supported by a subject 'mentor' and a professional tutor who is a senior member of staff. University curriculum tutors are engaged as much with supporting mentors as in supporting students. The aim of the research was to evaluate the effectiveness of pairing inexperienced with experienced mentors as a means of inducting new mentors into this Sussex model of teacher training.

Drake stresses the importance of training for mentors who are accustomed to teaching children, not adults. "By working alongside inexperienced mentors, experienced mentors are able to make the process of mentoring explicit" (Drake, p6). Even for experienced mentors there can be problems. "Time and again reports and discussions record a tension between the activities required of mentors and the time available for them to do their work. The opportunity afforded by this project for mentors to meet has also revealed a disparity between schools in the degree to which this time is facilitated. Parity of trainees' experience is therefore another concern" (p8).

Assessment of trainees raised further issues. At the end of the placement the mentor and the school professional tutor determine how successful the trainee is. Drake points out that "any discrepancy between mentors' intuitive feelings as to what constitutes teaching competence and specified external criteria is thrown into sharp relief when considering a trainee who is not succeeding" (p14). With reference to one particular case where a trainee was identified by her mentor as something of a problem, Drake wonders whether "the assumptions underpinning the school based training are local cultural assumptions and were not explicitly shared by mentor and trainee" (p16). This hypothesis, which has potentially far reaching consequences for school based training, is expanded further. "It would be interesting to propose that success in the school based PGCE is not exclusively competence-dependent but related also to shared cultural expectations and practices which amount to assessing whether the trainee's 'face fits' the particular school milieu. The extent to which this may be true raises questions as to how far a school based model encourages discriminatory practices in school staff acting as gatekeepers to the profession of teaching" (p16).

In conclusion, Drake recommends more time for mentors, the facilitation of exchange and discussion of experience across schools and a continuing dialogue between mentors and the University. Finally "it needs to be recognised that school based teacher training is not a short cut to the classroom and it does not come cheaply, either in terms of time, or effort, or resourcing" (p17).

The concept of 'mentoring' in relation to initial teacher training is further discussed by Monaghan and Lunt (1992). The authors review the role of the mentor in a number of work related areas and then focus specifically on teacher training. They conclude that, while it is almost impossible to define what a mentor *is*, it is possible, in general terms, to define the *mentoring function*. This function exists in a work or organisational context, is an adult relationship in which there is usually an element of *power dependancy* and is concerned with on the job practice.

Monaghan and Lunt then go on to canvass the issue of who should control initial teacher training. In their view, it can be in the hands of school staff, of Higher Education staff or it can take the form of a partnership between the school and Higher Education staff. Concern is expressed that "a possible consequence of *school staff* mainly controlling ITT is a move to a purely apprenticeship form of teacher training where there is emphasis on one form of practice and this approach is very closed and static" (Monaghan and Lunt, 1992, p259). At the same time, for Higher Education staff to be responsible for the majority of training would mark a return to the "pre - CATE, 1984 status quo" (pg 259). The third option, that of partnership, would seem to offer the best of both worlds. The authors conclude that the role of the mentor in a partnership approach is open to negotiation.

Colin Talbot (1991) acknowledges the strength of the movement towards school-based teacher training in the United Kingdom and devotes his article to suggesting ways in which classroom teachers can be better prepared for the task that they will be expected to undertake. He offers a number of checklists which address such issues as the placement of student teachers (school and associate), the problems associated with the apprenticeship model, the use of reflective approaches, and the role of the classroom teacher in counselling and supervision. Tertiary institutions are seen as having a role to play in the training of classroom teachers for their new role. However the exact relationship of school associate to College tutor to student teacher is not clarified.

In January 1992, Mr Kenneth Clarke, Secretary of State for Education, proposed that the vast majority of initial teacher education would, within 9 months, begin to be located in schools and away from colleges, polytechnics and universities. The proposal was subsequently developed into a *Consultation Document*, key points of which included the basing of 80% of the secondary PGCE (Post Graduate Certificate in Education) in schools, the movement of resources for teacher training to schools and an emphasis on schools taking the lead in the whole of the training process from initial course design to assessment of student performance.

In *The Political Rape of Initial Teacher Education in England and Wales; a JET rebuttal*, D.P. Gilroy outlines the proposals for initial teacher education made by Mr. Kenneth Clarke, gives a brief account of the history of teacher education in England and Wales and gives voice to opinions gathered in a survey of all training institutions concerned with teacher education in Britain regarding the new proposals.

Surveying the history, Gilroy concludes that "within 150 years initial teacher education had gradually developed from a rejection of a school-based pupil-teacher apprenticeship scheme to one whereby students were inducted into the profession of teaching through a structured combination of training and education in both school classrooms and institutions of higher education" (Gilroy, 1992, pg 8). He then details the move through the 1970s and 1980s towards a greater degree of central control and describes two new, experimental, school based schemes in operation by September 1989; the Licensed Teacher Scheme and the Articled Teacher Scheme. The second of these two schemes involves a two year programme of school-based induction with 80% of time spent in schools supported by a teacher-mentor.

The rest of the article deals with what Gilroy sees as the 'marginalising' of the professionals, the "campaign of ill-informed criticism of teachers and their education" (Gilroy, p8) and the responses to the JET survey on the government proposals. Concerns raised by those responding to the survey include the cost of school based training, the impact on pupils, teachers and parents of the increased numbers of student teachers in schools, the problem of identifying appropriate criteria for selecting Training Schools, the lack of reflection and innovation inherent in an apprenticeship model and the problems of accreditation resulting from the involvement of more than 1000 schools. Gilroy challenges the Secretary of State to support with evidence his premise that there is something seriously at fault with the existing routes into teaching.

Ian Davis also questions the short and long term value of Clarke's reform proposals. He sets these proposals in the context of demands for increased 'partnership' between schools and Higher Education Institutions and acknowledges that "there is no controversy in the wish to establish more effective partnership schemes in initial teacher education". However, he goes on to conclude that on the part of the government, "an unequal partnership is being promoted which is unworkable in practice and wrong in principle" (Davies, 1992, p20).

In *Partnership in Training: the University of Leicester's new model of school-based teacher education*, Tim Everton and Steve White outline a scheme of teacher education which operates on a partnership basis between the University of Leicester and Leicestershire schools. In their view, one of the keys to the success of this scheme is the degree of collaboration involved and the fact that the model allows "teachers to develop their own professional and personal skills alongside the students who are working and learning with them" (Everton and White, 1992). The authors conclude that, while a greater degree of school based initial teacher training is desirable, Kenneth Clarke's proposals are "in danger of taking a good idea too far".

Nicholas Pyke (TES, 1992) cites concerns about the tight timeframe, the vague funding arrangements and the lack of research related to the government reforms. He also airs some specific concerns arising out of school-based courses already in existence. These include the extensive and expensive training and support required for mentors, the fact that "the outward success of a school is no guarantee of its suitability to receive trainee teachers", the problem of the best mentors often being in senior positions and therefore in high demand and the fact that without some commitment to the development of the profession beyond initial training, teachers will be pushed "back to the nineteenth century and the apprenticeship model" (Professor John Furlong, Swansea University).

Recent articles in the *Times Education Supplement* indicate that the very short time frame allowed by the government for the introduction of school-based teacher training has meant that neither the new criteria for approval of courses or formulae for funding have been ready in time for more than a handful of schools to make appropriate changes. However some schools have embraced the new scheme and the Bromley Schools' Collegiate ITT programme has dispensed entirely with the help of higher education institutions, preferring "teachers to be trained within the craft and culture of the profession .... rather than within a student culture" (TES, September 24, 1993). Where the help of academics is to be employed, it will be done privately, under contract.

Michael Barber responds to such initiatives by asserting that "it would be a tragedy if this short-term commitment to market ideology were allowed to undermine the long-term quality of the profession. This precisely is the issue for, under the market model, there is the danger that a specific teacher will be trained to teach in a specific school. What is really needed is preparation for a career" (TES, May 28, 1993).

More time is required before a clear picture of the success or otherwise of the government's reforms emerges. It would be fair to say, however, that the government has tried to do too much, too soon, with too little consultation and with, perhaps, too little understanding of the costs (financial and otherwise) of locating initial teacher training in institutions whose primary purpose is the teaching of school pupils.

## UNITED STATES

In the United States, a number of alternative teacher training programmes have been developed in recent years. Most of these alternative routes to certification involve a greater degree of school based training. Four of these programmes are surveyed below, along with comments from Kenneth Zeichner which express some of his concerns about the nature of the current U.S. practicum.

In his article *The Practicum as an Occasion for Learning to Teach*, Zeichner (1986) discusses concerns in the U.S. about the nature and usefulness of the practicum as it operates in many parts of the country and cites some examples of current reform efforts. He states that "a number of studies have consistently shown that student teaching frequently has the effect of encouraging the development (or continued development) of 'utilitarian teaching perspectives' where what works in the short run to get the class through a lesson on time in a quiet or orderly manner becomes the major criterion for evaluating a teaching activity" (p15). He describes several major obstacles to teacher learning in the currently implemented U.S. practicum. These include the view of the practicum as an apprenticeship, the lack of an explicit practicum curriculum, the uneven quality of supervision, the low status of the practicum within tertiary institutions, the fact that teacher education is not the primary aim of schools, the discrepancy between the role of the teacher as professional decision maker and the role of teacher as technician and "the technocratic rationality which gives legitimacy to narrowly defined roles for teachers and which locates the source and solutions to our problems within individuals and not in the systems in which they work" (Zeichner, 1986, pg 16).

Zeichner goes on to cite examples of attempted reform in teacher education currently being undertaken by the Holmes Group (establishment of Professional Development Schools) and the Center for Research in Teacher Education at the University of Texas (a commitment to the intellectual and practical empowerment of teachers). He also cites the increasing adoption of the inquiry-oriented practicum which "places teacher learning at the centre of attention and which departs from the typical practicum in the U.S. which still relies on the process of osmosis and just plain luck for the accomplishment of its goals" (p24).

Karen Zumwalt (Journal of Teacher Education, 1992) reviews three alternate routes to teacher education. These are the Los Angeles Unified School District Teacher Trainee Programme, the New Jersey Provisional Teacher Programme and the Connecticut Alternate Route programme.

In the Los Angeles programme, designed to meet teacher shortages, prospective teachers attend a 3 week training programme before the school year begins. Thereafter they are based in schools over a 2 - 3 year period, with specially assigned mentors who "receive 30 hours of training, a financial supplement and 10 days of substitute time to permit them to work with the new teachers during the school day" (p84). Additional after school work is built into the next 2 years.

The New Jersey Provisional Teacher Programme requires teachers to be first hired by a local school district. "Once hired, the provisional teacher must attend 200 hours of instruction offered at a regional training centre during the year. Generally 80 hours of instruction are completed before the school year and the remaining 120 during the school year" (p85).

Applicants for the Connecticut Alternate route programme enter an intensive, full-time, eight week summer programme taught by a team of experienced teachers and teacher educators. These prospective teachers then seek employment and enter the Connecticut's Beginning Educator Support and Training Programme for two years with an assigned mentor. Ongoing observation and training occurs during this time.

Zumwalt comments on these programmes that "the direct relationship between course work and beginning teacher experiences is limited compared to the potential available in a College supervised teaching experience" (p90) and that "all of these alternate route programmes rely heavily on school-based mentor programmes to supervise and support these new teachers" (p91). The various merits/weaknesses of the programmes are not discussed but Zumwalt (p92) signals her intention when she states that "teacher educators, school people and policy makers have much to learn from viewing alternate route programs as a variety of context-specific experiments rather than as a substitute or competitor of College based programs".

Susan Moore (1992) discusses Houston's Alternative Certification Program in which trainee teachers are placed in one year paid internships in "tough urban schools". Students are given six weeks of intensive pre assignment training and then, while teaching full time, complete a year's coursework, one day a week, at the Houston Independent School District regional centre. Moore comments that "the coursework gives them survival skills rarely provided in traditional teacher education programs". She attributes much of the success of the program to the Haberman selection interview which screens out candidates unsuitable for work in these schools.

Moore, an Australian educator, is very enthusiastic about the Houston program and advocates the adoption of similar programmes in Australia. Her article is accompanied by an insert quotation from Dr. Bernard Mageean of Flinders University who states that

"preparing teachers for the reality of the classroom should be the job of good teachers in the classrooms of good schools. Schools should strive to attract outstanding graduates in the various subject areas and employ them as probationary teachers. Their instruction should be closely supervised by experienced skilled teachers. There is no need for higher education institutions to offer special teacher preparation and development courses ....."

The juxtaposition of this statement with the review of the Houston scheme leaves one with the impression that school-based training is being promoted as the best option. However, the narrow focus of the Moore article provides insufficient evidence to support Mageean's assertions.

The alternative approaches discussed above have generally been established in response to a perceived need, in particular a shortage of qualified teachers and/or a shortage of quality teachers, especially in urban schools. What seems to be absent is any debate regarding the philosophical basis of teacher education and in particular, any rigorous questioning as to the possible lack of balance in an internship programme.

## AUSTRALIA

A number of alternative programmes for teacher education are currently operating in Australia. One, the Monash scheme, provided the model for the extended section scheme trialled at the Christchurch College of Education in 1993.

In 1998/1989, Brian Hansford (Hansford, 1990) surveyed a number of teacher training institutions in Australia for information concerning specific aspects of current programmes. Of particular interest to this research project were programmes operating at Murdoch University and Monash University.

At Murdoch, a Tutor Supervisor Scheme has been operating since 1974. The scheme involves tutor supervisors working with a group of 10 - 12 students during their teaching practice at specific schools. "The student teacher, the cooperative teacher and the tutor supervisor can engage in a three way interaction during teaching practice and as a consequence the tutor supervisor has ample opportunity to facilitate theory - practice links" (Hansford, 1990).

At Monash, "a curriculum for the practicum was negotiated in such a way as to build the trainees into the total life of the school" and it would seem that "the supervising teachers approved of the extended and more comprehensive involvement in the school" (Hansford, 1990). The Monash 'experiment' has been described in detail in a number of papers by Jeff Northfield. He explains how the practicum was revised to include a 10-12 week school-based practicum where a group of students was allocated to a school after a 6 week induction period. Full time attendance at the school meant that courses usually held on campus were instead run on site using the combined expertise of school and university staff. A university staff member remained with the students for the duration of the practicum. This new approach (which remained an alternative to the mainstream course) was based on two assumptions. That "an extended school experience can be provided which allows prospective teachers to begin to understand the range of tasks expected of teachers" and that "learning about teaching will be best facilitated by providing opportunities for student teachers to work together, reflect on common experiences and take responsibility for supporting each other's development" (Northfield, 1989). A real emphasis was placed on a **school**-based experience as opposed to a **classroom**-based experience and the school community "accepted responsibility for providing an experience which reflects the wider demands of teaching" (Northfield, 1993).

In a 1988 paper *Experiencing the School Experience*, Saville Cushner comments on the Monash Dip Ed programme. He sees a lot of very positive things occurring for the students in their extended teaching round. These include the opportunity to observe a range of teachers (not exclusively in the student's particular subject area), to observe other trainee teachers in the classroom and offer feedback, to reflect on performance, seek advice from peers and associates and have the time to implement new strategies and follow these through, and to become thoroughly immersed in the day to day activities of the school and absorb its culture. Much of the paper is framed in terms of questions, posed by Cushner and by the students themselves. At the end Cushner poses some significant questions related to the extended school experience. He asks;

*Is 10 weeks of school experience too long?*

*Are student teachers becoming too set in their ways?*

*Do student teachers merely conform to the culture of the school?*

*Does an extended school experience confirm the perceived irrelevance of the tertiary institution in preservice preparation?*

*What is the role of the tertiary institution in the practicum experience?*

*Teacher as apprentice vs. teacher as learner with critical reflection on practice*

*How do we make sure student teachers continue to critically reflect in a school environment which does not always value such activity?*

The questions are not explicitly answered but they are central to the relationship between Colleges and schools, between trainee teachers, school associates and their College tutors, between theory and practice.

In a recently published article, *Towards Teaching in Partnership: lessons still to be learned*, Erica McWilliam and Peter O'Brien call for a more "genuine partnership among academics, teachers and student teachers in and for the process of professional preparation" (McWilliam and O'Brien, p46). They acknowledge that student teachers overwhelmingly prefer the hands on experience gained on teaching practice but state categorically that "there is vital ground to be held in differentiating between professional preparation and imitative apprenticeship as calls for the latter more cost-effective models of training become more vociferous" (p48).

These Australian alternative models, while involving a greater school-based component, demonstrate an awareness of the need for a broader vision than that obtained under a purely internship or apprenticeship model.

## NEW ZEALAND

In New Zealand, Colleges of Education retain ownership of primary and secondary teacher education and most training programmes are college based with segments of time being spent in a variety of schools. Ways of promoting more effective partnership with schools are welcomed and actively sought and initiated, but there has been concern that a new right agenda might promote the uncritical adoption of the sort of model now being implemented in the United Kingdom.

In 1981, several school-based trials were established by the secondary division of Auckland Teachers' College and two, the Mathematics/Science programme and the History/Social Studies programme were the subjects of a study carried out by Rae Munro in 1982 (Munro, 1989). Approximately half of the usual in-College time was to be spent in schools. Aspects of classroom management, teacher 'housekeeping', educational theory and subject methodology, usually dealt with in College lectures, were to be carried out in schools. Trainee instruction and the organisation of the school experiences were to be shared between the tutor-in-charge and the associate teachers. Munro concluded that "where an institution exercises control over the kinds of experiences trainees have in schools, it can the more effectively counter the criticism that a school-based component is a form of apprenticeship" (Munro, p441). He also states that "in terms of the findings of this study, perhaps the most significant feature of the model is to be found in its potential for resolving the issues associated with status - both between institution and school and in the minds of the trainees". Munro claims that "the present debilitating distinctions between those who teach and those who teach about teaching could become blurred and a collaborative partnership established which is no longer threatened by the existing and destructive distinctions between 'theory-based' and 'practice-based' contributions to training" (Munro, p447).

In his paper, *Teacher Education: A Sympathetic Appraisal*, Ivan Snook argues that there is room for improvement in what is basically a sound system. "Because teacher education has been quite successful, I reject any suggestion that a totally new approach is needed, such as a return to an apprenticeship system favoured by the New Right. We need to consolidate the strengths, recognise the weaknesses and use both to launch us into the future" (Snook, p4). The paper identifies two basic models of teacher education. The first "sees teaching as a practical craft centred on classrooms and the meeting of children's needs". The second "sees teaching as a learned profession" the practice of which is "informed and critical" (p5). According to Snook, "nations always begin formal teacher training with the first model .... and the move to the second model requires a long and hard struggle" (p6). Snook clearly favours the second model and advocates a strengthening of our present model of teacher training so that teacher education is in the "forefront in transforming its own practices and helping students to transform the schools". The alternative, he maintains, is "a reversal to an earlier view of teaching as a low level trade for low level people" (p25).

Although in their paper "Practice Teaching in New Zealand: policies, practices and problems" (1990), David Battersby and Peter Ramsay are referring specifically to primary teacher training, some of their comments have a bearing on the conduct of secondary teaching practice. As a result of their investigation into teaching practice across the Colleges of Education, they conclude that "the traditional problem which has faced New Zealand teachers' colleges since their establishment has been the gap which appears between the theory and knowledge put forward in the college and the kinds of experiences gained in the classroom setting. Despite well meaning attempts to bridge this gap, it is still very apparent in all the teachers' colleges". They go on to state that this gap "stems at least in part from a physical, and at times an ideological, separation of the two sites for teacher preparation: the teachers' college and the school classroom" (p22).

Contributing to this division is the limited knowledge of associate teachers with regard to underlying principles and theories in college courses, the lack of training for associate teachers and the relative lack of contact between school associates and college staff. Battersby and Ramsay describe a resulting "triangle of criticism" (p24) involving associate teachers, college lecturers and trainees. They are critical of the lack of induction courses for teachers' college lecturers and the lack of training opportunities available for associate teachers. They conclude that "trainees have developed a mind set which places theory in one compartment and practice in another" and suggest that since "associate teachers and college staff are themselves products of a system which has as its basis a gap between practice and theory" then we may be dealing with "a self perpetuating model" (p26).

In a paper delivered to a 1992 conference on Teacher Education, Colin Knight argues a case against school-based teacher training and in favour of stand alone Colleges of Education working in collaboration with schools and Universities. He argues that neither schools nor universities can claim initial teacher training as their *raison d'être*, and that Colleges of Education are therefore uniquely positioned to offer a quality service.

In *Teacher Training in 1992: A Review and Discussion*, Alan Scott overviews the current New Zealand situation with regard to teacher training and concludes that despite the apparent government retreat from an apprenticeship teacher training system, "the threat to transform training from a college based model to a school based model was, and is, very real" (Scott, 1992). Scott argues that while the government may wish to emulate the New Right policies introduced by the British government, there is little support within the New Zealand teaching profession for the introduction of an apprenticeship scheme. He points to the dramatic changes in college based teacher training in the past few years, citing in particular, Professional Studies which "has given training a focus which is both practical and educationally coherent. At the same time it has avoided the pitfalls of the school based, mentor system, the do as I do, action without reason model".

The school-based/College-based debate was further engaged in 1993 following government funding cuts to tertiary institutions, including Colleges of Education. Mr Tony Steel, MP for Hamilton East and Associate Minister of Education, responded to a press release from the CEO of the Christchurch College of Education by claiming that "the method and costs of training teachers, particularly Secondary teachers has long been recognised by teachers as being ineffective and inefficient and the cost is quite unjustified. The best place to train teachers is in the schools and in the classroom". He continues; "a graduate teacher trainee would be better off in a school than spending a full year at a College of Education burdened with having to listen to the academic expression of common sense which characterises so much of education theory ..." (press release, 16 May, 1993). The role of colleges in teacher training was subsequently defended by Alan Scott (Christchurch Press, 21 June, 1993) who argued that teachers require "training that is both rigorously academic and seriously practical". Scott points to the dramatic changes in teacher education in New Zealand in recent years, including the development of professional studies, the move to competency based training and the increased emphasis on the practical outcomes of education studies. In reply, Tony Steel (Christchurch Press, 28 June, 1993) repeated his arguments that "students have to wallow in philosophy, academic jargon and generalisations, which are geared to avoiding specifics and the realities of the needs of teachers in schools with real live pupils". He makes a call for "effective, relevant teacher training, oriented to the real needs of teacher trainees so that they are equipped to cope with the needs of the real schools in which they will work and the needs of the real pupils they will teach".

I have quoted from this debate at some length as it seems to epitomise the arguments for and against school-based teacher training and it is, of course, particularly close to home. Tony Steel argues that school-based teacher training is cheaper, more effective and efficient than college-based training. What students need, he claims, is exposure to real life situations in real schools. Mr Steel fails to point out in his press release that secondary students at the Christchurch College of Education spend fourteen weeks of their training year on 'teaching section' in three different schools. While acknowledging time spent in schools in his article of 28 June, Mr Steel does so in order to imply that college lecturers are underoccupied during these times. The fact that lecturers visit students intensively, providing feedback on teaching progress, liaison with associate teachers and a critical link between theory and practice, is overlooked. Also overlooked by Mr Steel is the fact that the one year of secondary teacher training is but the beginning of a much more extended learning process that continues 'on the job'. The induction of new teachers into the profession quite rightly occurs in the place of employment and is a highly significant and perhaps undervalued part of the teacher training process. What these students have gained from their year at college is an understanding of the process of learning, an awareness of a wide range of teaching methods designed to meet the differing needs of pupils, an in depth knowledge of curriculum and associated assessment methods, a range of skills essential to the teaching process, the opportunity to develop appropriate resources, exposure to a range of associate teachers, schools and school philosophies and an awareness of current issues and developments in education. Their experience is not limited to one school, one associate teacher, one way of doing things. They are well rounded professionals.

Mr Steel also implies that school-based teacher training would prove less costly than the present system. Nothing in the literature reviewed here would seem to substantiate that. Rather, we have people closely involved in the implementation of school-based training programmes who clearly consider it to be a **more costly** option. One is left with the impression, reinforced by the constant use of very emotive language, that Mr Steel is expressing personal opinions supported by little more than heresay and innuendo. If the debate is to continue, it must do so on the basis of sound research and informed comment.

In a recent address to the staff of Wellington College of Education and of Normal Schools, Ivan Snook (1993) anticipates a forthcoming attack on teacher education along the lines suggested by Tony Steel. Snook, like many other educators, advocates a positive, triadic relationship amongst student teachers, college lecturers and classroom teachers. He is horrified however at the thought of anything approaching an apprenticeship system "for teachers are required to make informed judgements on a wide range of matters and they need to have their practice grounded in theory". He continues. "One of the great challenges is to create a practicum in which the theory and the practice are well linked. I do not pretend that it is easy. But an apprenticeship model, simply learning on the job, is not sufficient for the modern world".

## CONCLUSION

Clearly the debate over the merits of 'school-based' as opposed to 'College-based' teacher training is set to continue. It should, however, be apparent from the selection of programmes and views addressed in this paper, that the debate is, to a large extent, an artificial one. All teacher training programmes have school-based components and the value of these is unquestioned. What varies from country to country and programme to programme is the amount of time given to the in-school experience, how that time is managed and how the roles of associate teacher/mentor, College lecturer/liason tutor and student are negotiated and defined. The question of ownership remains contentious. Should teacher training be 'owned' by schools, by tertiary institutions or by both in partnership? Enough evidence has been advanced in this paper to suggest that the ownership of pre service teacher training by institutions never designed for that purpose would be nothing short of an expensive disaster. Schools however, have a crucial role to play in the induction and in service training of teachers. Insufficient attention has, perhaps, been given to the transition between College and teaching employment and the role which Colleges might play in the ongoing education of beginning teachers. Moreover, the concept of partnership between schools and tertiary institutions involved in teacher training has been a recurring theme throughout the articles reviewed in this paper. The 'extended section' scheme described in the second half of this paper, could be seen as one route towards achieving a more effective working partnership.

## **PART B: AN ALTERNATIVE MODEL OF TEACHER EDUCATION AT THE CHRISTCHURCH COLLEGE OF EDUCATION**

### **BACKGROUND**

Early in 1992 at the Christchurch College of Education, a Secondary Programmes working party was set up to look at alternative models of teacher education. The initiative for the establishment of this working party came largely from the Director of Secondary Programmes, Michael Reid, who foresaw increasing political pressure to move to some form of school based secondary teacher training. The feeling was that the College should take the initiative by investigating a number of models currently in use overseas, with a view to identifying a model which could be trialled by the Secondary Programme in 1993.

In the event, a model proposed by Kevin Knight, (Knight, 1992) based on a form of teacher training used at Monash University, was debated, subjected to a feasibility study and accepted as a trial model for 1993. Knight's argument was that the amount of time spent in schools should be increased but that the involvement of College staff in the school based training process should be much greater. In his view, this model would combine the best aspects of school based training with constant on site input from professional teacher trainers.

The model (Reid, 1992) to be trialled was as follows. A Professional Studies tutor group of approximately twelve students would be selected. This group would spend the first six weeks of the year in College (block one), taking courses in Professional, Curriculum and Education Studies. They would then be based in a school for the following ten weeks (during which time, other tutor groups would complete a four week teaching practice section followed by a five week in-College block). The rest of their year would follow the conventional pattern of a third five week block in College, a five week teaching practice section, a five week in-College block and a final five week teaching practice section. Whereas, in the conventional Division C model, 40% of student time was school based, the alternative model would see this rise to 57%.

Two Christchurch College of Education lecturers were to become Professional Studies tutors for the group. Once on the 'extended section', these tutors would be responsible for the delivery of an ongoing, school based, Professional Studies and Education Studies programme. They would also be involved in visiting students, providing feedback on their classroom teaching and undertaking some professional development sessions for the school staff. The model required one College lecturer to teach a class at the school for four hours a week over the entire school year.

Once a school was identified (Hillmorton High School, Christchurch) and discussions were undertaken, slight amendments were made to the initial proposal including the reduction of the number of students to ten. Students were able to indicate their interest in the 'extended section' programme prior to the start of the College year and from these responses a tutor group was selected. The two College lecturers volunteered their involvement in the trial.

Some concern was expressed by Secondary Programmes lecturers about the missing of Curriculum Studies courses in block two. Various arrangements were made to accommodate this problem including lecturers setting work for students to complete off site and, in some cases, students returning to College for particular courses where their timetable permitted.

In addition to the identification and trialling of an alternative model of teacher education, the working party had agreed on the need for research to be carried out. At the end of 1992, Adrienne Roberts and Jane Robertson put forward a research proposal to investigate how the confidence and competence of students in the 'extended section' training scheme compared with that of students in the standard College based course. This proposal was accepted by the Director of Secondary Programmes in February of 1993 and the project commenced immediately.

## THE RESEARCH PROJECT

The ten students who were to be involved in the extended section (Hillmorton) scheme were paired with ten students from the standard College based course. Students were paired on the basis of main teaching subject area, age and sex. An effort was made to select students for the control group from a range of Professional Studies groups in order to avoid undue influence from any one tutor. Permission was sought from the Hillmorton students and their tutors to involve them in the project and students identified as potential members of the control group were invited to participate.

The researchers considered it important to trace the progress of these two groups, in terms of confidence and competence, throughout the whole year and, where possible, into the first year of teaching. Data gathering was to commence in March of 1993 and conclude in April of 1994 and it was decided that questionnaires and interviews would form the basis of the information gathering process. Key points in the College year were identified and timetabled (see Appendix 1).

In the first questionnaire, students were asked a variety of questions relating to their reasons for selecting teacher training, their career aspirations, their reasons for choosing a particular Professional Studies training model and their level of confidence with regard to teaching. In general the responses of the two groups were similar. It was clear, however, that the students who selected into the Hillmorton group had done so for two major reasons; because they favoured what they saw as the more 'practical' nature of the extended section and, in several cases, because they saw the extended section as offering an advantage when applying for jobs. The control group, on the other hand, said either that they had insufficient information on which to base a decision or that they considered thirteen weeks of teaching practice over the full year to be sufficient. The Hillmorton group was marginally more focussed on teaching as a longterm career with more students in the control group indicating that they might move out of teaching and into another job area at a later date. Levels of confidence were similar with perhaps a slightly greater degree of apprehension exhibited by the control group.

As well as the difference in the length of the first section (ten weeks Hillmorton group, four weeks control group), there were some other basic differences that are important to note. Nine of the Hillmorton students had two associates each and one had only one associate. This figure is significantly lower than the three, four or sometimes five associates commonly allotted to a student. The Hillmorton students also had significantly less timetabled classroom contact time than their control group counterparts. Although the time spent in a school was much longer, the time spent in observation/teaching was not significantly different from that experienced by the control group. The rest of the time in the school was given over to Education Studies, Professional Studies, preparation, discussion and feedback.

Seven weeks into section one (for the Hillmorton group) and at the completion of section one (for the control group), students were again surveyed. Their responses to section were sought, in particular, their views on its length, the support offered by associates, the relationship between block one College courses and section and the levels of confidence and competence they perceived themselves to have attained. Responses to many of the questions were very similar across the two groups. Significant differences lay in two areas. The Hillmorton students, while acknowledging support in terms of resources, lesson ideas, personal encouragement and

affirmation, did not indicate that their associates had offered as much regular feedback on teaching as the associates of the control group had done. This was an interesting and unexpected result as the Hillmorton associates clearly felt that the longer section time had allowed them to offer more feedback than they might normally have done. The other area of significant difference came in response to a question about the length of the section. The Hillmorton students were overwhelmingly enthusiastic about the ten week section, feeling that it gave them a better opportunity to develop a relationship with the pupils and be accepted as 'teachers' rather than 'students'. Of the control group, most felt that the four week section was 'just right', with only two considering it to be 'too short'. The students generally felt that four weeks was long enough to identify their strengths and weaknesses and that the return to College would allow them time to reflect. There appeared to be no significant difference between the two groups in the extent of their extra-curricular involvement (despite an expectation that the Hillmorton group would be more heavily involved).

An on site group interview with the Hillmorton students gave some insight into their perceptions of the extended section. Because they were committed to the school and their classes for ten weeks rather than four, there was a clear feeling that they had to make it work, that they couldn't just 'run away' at the end of four weeks.

"So it's most of the first term you're responsible for yourself; it's not only a long time for us, it's a large chunk of their (the pupils') learning that we have to get it right for as well, so if you've got problems like management problems you have to sort them out".

"The reason this model seems to be so much better is that we can not only see areas that need working on but we've actually got the time to do it; so people have been actually able to implement behaviour change and manage a classroom ... whereas if you've only had four weeks you can see the areas that need to be worked on but you can't actually start working on them".

The students were also very clear about the advantages of the support systems generated by the presence of the tutors in the school and by the use of the John Heron model for peer feedback.

"I think that has been the advantage of actually having our tutors with us so that if we do strike a problem it's attended to immediately; they're on tap and you can come out and say God that was a shitty lesson and this happened and we can just work through it straight away; you don't have to wait for a tutor to come out or ring them, you can go straight back in and talk to them".

Associates of both the Hillmorton and control groups were surveyed with regard to student confidence and competence on section one. When asked to describe the degree of confidence displayed at the beginning of section one, associates of the Hillmorton group students identified a very considerable level of confidence. Of fifteen responses, only four indicated a level of nervousness, while comments such as "confident and willing to be involved" and "strong, confident approach right from the start" were common. A couple of responses suggested that in one or two cases, students might be over-confident ("confident indeed - sometimes the confidence was a touch misplaced or inappropriate or without substance"). By contrast, associates of the control group perceived a much greater degree of apprehension. Of twenty four associate responses, fifteen indicate nervousness while only six recognised their students as being confident. Common responses were "quite apprehensive - spoke of being unconfident and didn't really want to teach for a couple of weeks" or "nervous at the beginning of the section and appeared anxious about actually starting to have control of the group".

Associates were then asked to comment on the extent to which confidence had increased or decreased over the course of the section. For the control group, these comments came at the end of their four week section, while for the Hillmorton group, associates were responding on the first four weeks of the students' ten week section. At this point a much greater parity between the two groups emerges. Nineteen of the control group associate comments indicate a marked increase in confidence. The Hillmorton students had also increased in confidence though not as dramatically given their starting point. It was interesting that some Hillmorton associates suggested a slight loss of confidence or at least a more realistic level of expectation; "rather than increasing, level of confidence may have been a little threatened as the class became more noisy and less on task" and "did not lose confidence necessarily, did begin to have a more realistic approach to classes and the content".

Associates were also asked to comment on the length of the respective sections. Of the fifteen responses received from Hillmorton associates, all were supportive of the extended section time (although one expressed the feeling that the two weeks after the May holidays, when senior exams were getting underway, would be less than useful), and some were very enthusiastic. Comments included:

"You develop a much better relationship with the student and the student does with the class. You have more time to try things with the student rather than the short four week section where they may only teach for a very short period of time"

"Students are around the place more, for longer and are part of the school environment that means you treat them more as colleagues than students. It's so much better".

Hillmorton associates were also asked to comment on their overall perception of the value of the extended section.

"The extended section idea is clearly beneficial to both students, College relationships with school, PR and for the school staff and students. Selection of associates is critical and training prior to section essential. I do not believe that more time, or in school training, is a viable mode. Eleven weeks is just right".

"I am very supportive. The best of an internship programme with the best of a College based programme".

"More positive, adds/contributes to the school life due to the length of the section (extra-curricular activities). Basically the trainees get the feel of how a school runs from day to day. They become part of the school - have a sense of belonging".

The importance of training for associates was emphasised in a number of responses.

Of the twenty four responses received from control group associates, fifteen felt that the four week section was about right, eight considered it to be too short and one response was unclear. For those who felt it was about right, comments included:

"Gives them a good introduction to real teaching and allows them to go back to College to regroup and think about the experience and receive more instructions, teaching etc."

"Enough time to get a feel for the classroom environment and try out some teaching. Longer, and I think learning could diminish. There needs to be space to process the barrage of experiences of a first section".

Comments from those who considered the section to be too short included:

"Much too short and Easter cutting into it made it even shorter. The consolidation of skills learnt in classroom management never took place due to lack of time. It is very important for this first section to be longer - I suggest 6-8 weeks in order to consolidate skills learnt for use in sections 2 and 3".

"Too short from student's point of view. Takes a while to get adjusted to a new school. Needs more pressure of a longer time and therefore developing more skills and consolidating knowledge, technique and confidence".

From an early stage in the planning of the extended section, concern had been expressed by some College curriculum tutors about the gap in curriculum knowledge that might occur with the absence of the Hillmorton students from College during block two. The main teaching subject tutors of the students in the Hillmorton group were therefore asked to comment on this issue in a questionnaire distributed towards the end of block 3. It was felt that, after five weeks back in College, the advantages and disadvantages of the extended section in terms of curriculum development would be apparent.

Efforts had been made early on to minimise the impact of absence from College. It was clear from the questionnaire that most students had come to some accommodation with their main teaching subject tutor. The ten students had thirteen main teaching subjects amongst them. Nine tutor responses indicated that students had either attended curriculum classes at College during block two (some or all, depending on their teaching timetable) and/or completed set work by arrangement. One student made arrangements with the tutor which were not adhered to and three students had no College curriculum input during block two.

Tutors were asked to comment on the specific curriculum knowledge and skills that they observed the students to have gained from their extended section and to compare this with the curriculum knowledge and skills of students who had completed a four week teaching practice. In general, the 'gains' perceived by tutors were in confidence, teaching strategy skills and an awareness of the 'reality' of the classroom. The 'losses' came in the lack of a 'global overview' of the curriculum and the lack of opportunity, in some cases, to participate in curriculum related discussion, processing and reflection. One tutor made the following point:

"Curriculum courses in College are very concentrated. If a student has two classes to follow in school, this will demonstrate only a minute part of what is covered in the College course. With one class, very little curriculum will be practised. With some associates the student can learn an out-of-date model. If the system of 'extended section' is to continue, either: associates should be selected and trained or, College programmes should be organised so as not to have essential courses in the extension block".

When commenting on curriculum course participation, presentation and assignment work during block three, tutors again noted the confidence of the Hillmorton group students.

"Willingness and confidence markedly different in terms of thinking, analysing and being able to relate and associate with real experiences; no hesitation in participating and presenting and more frequently than other students".

It is, however, unclear as to how much of this confidence can be attributed to the extended section and how much was already a feature of this particular group of students. It should be pointed out that most of the students themselves did **not** feel disadvantaged by the clash of interests in block two other than as a result of the additional workload entered into by many of them.

Interviews conducted with the two Hillmorton group tutors highlighted some problems and concerns that arose during the in-College time between sections one and two. Given the nature of the extended section experience (tutors on site, timetabled Professional Studies, regular discussion/feedback), it was inevitable that competencies not normally addressed until blocks three and four in College would need to be addressed much earlier. The closer integration of theory and practice over a wider range of competencies than would normally be the case meant that the tutors felt the regular delivery of block three Professional Studies to be inappropriate. Their solution was to run autonomy labs in which the students researched aspects of different competencies, often in schools, and presented their findings to the group. However both tutors expressed subsequent discomfort with this approach. Firstly, it would seem that the students wished to capitalise on the close bonds that had developed within the group and therefore resented being split up for individual/small group research. Secondly, they had come from the pressures of a ten week school-based section back into a college block in which they were trying to 'make up lost ground' in terms of Curriculum Studies and, as one tutor put it, "I think they would quite have enjoyed a chunk of passive learning and to have sat in a lecture and been given handouts and talked to ...". Thirdly, the students expressed concern at the fact that their programme was different from that of other Professional Studies groups. One tutor commented in interview that "they kept looking at other groups and saying - other groups aren't doing this, why are we? We're not different any more ... we are back here now, we are the same as everybody else".

Technically, from the beginning of block three onwards, the Hillmorton group was 'the same as everyone else' in that they would follow the same College block and teaching section structure as all the other trainees. However there were differences occasioned by the extended section experience, which impacted upon Curriculum and Professional Studies, as outlined above, and which caused some concern amongst the students themselves as they anticipated section two (see below).

The two groups of students were surveyed again prior to going out into schools for their five weeks of section two teaching practice. At this point the Hillmorton group was clearly apprehensive about the increased workload over a shorter timeframe, the diminished opportunity to build up a relationship with students and the absence of the strong support network which operated during the extended section. The following comment from one student anticipating section two, is interesting in view of the common perceptions of school based teacher training being all action and little reflection:

"It will obviously be much more compressed or pressured when compared to the first section we had. The focus will be more action and activity related, I feel. There will be less time for me to reflect in during the section but I'm hoping both my performance and my awareness of the process of teaching will be markedly accelerated during the time spent there".

Students in the control group were clearly more confident in terms of their main teaching subject knowledge and in anticipating their ability to apply material learnt in College to the classroom setting. The most clearly identified concern of this group was the possibility of not getting on with associates, a reflection perhaps of the larger number of associates 'owned' by the control group students during section one.

Despite the concerns expressed by the Hillmorton group, their **overall** confidence about teaching prior to section two was noticeably greater than that of the students in the control group. Confidence in terms of managing students was similar between the two groups.

A post section two survey of the two groups revealed that while **all** students felt more confident as a result of their section experience, overall confidence about teaching remained highest amongst the Hillmorton group. Of ten student responses from this group, five indicated that they were 'confident' and five that they were 'extremely confident'. Out of seven responses from the control group, one student indicated 'mostly confident' and six 'confident'. Both groups of students

clearly identified lesson planning, presentation and non sexist teaching as areas of greatest strength; classroom management, questioning and dealing with mixed ability classes drew (predictably) less confident but similar responses while the greatest disparity between the two groups arose in the area of learning theories where the Hillmorton group signalled a much greater confidence. Both groups were able to articulate clearly their areas of personal competence and the areas in which they were looking to improve on section three.

At the conclusion of section three, associates of the Hillmorton and control groups were surveyed to ascertain their perceptions of the levels of competence and confidence attained by their students. Associates were asked to comment on specific areas of competence, to rate the students' confidence at the beginning and end of the section and to compare the student to previous trainees with whom they had worked. Eighteen associate responses were received for the control group and fourteen for the Hillmorton group. In terms of competence in lesson planning and presenting lessons, there was little difference between the two groups other than the existence of a slightly longer 'tail' on the control group. However, a larger proportion of the control group was perceived to be 'extremely competent' when it came to managing students. There was also little significant difference between the groups in the areas of questioning, dealing with mixed ability classes, non sexist teaching and awareness of learning theories.

When asked to comment on the student's level of confidence at the beginning and end of section three, associates of the Hillmorton group collectively saw their students as either maintaining the same high or very high level of confidence or as developing an even greater level of confidence as a result of the section experience. While high levels of confidence were also recorded for the control group, the spread was greater (more students ending up in the 'mostly confident' category) and associates indicated that the confidence of three students had in fact **decreased** as the section progressed. Comparisons with previous College of Education trainees confirmed that the majority of students in both groups fell into the 'very capable' or 'outstanding' categories; however the tail on the control group was once again apparent.

A number of students in both the control and Hillmorton groups were interviewed in the last week of the College year. In general the control group students interviewed were supportive of their three section experience although one student considered that two longer sections would be more beneficial and all students questioned the timing of sections. The four Hillmorton students interviewed were enthusiastic about their year and overwhelmingly supportive of the extended section concept. Comments included;

"I think it gave me a real taste of what I'd be letting myself in for early in the year; I think it really switched me on to teaching. I had preconceived ideas about what other people had said about Teachers' College".

"Those ten weeks was where I sorted it out. It's where I put together some of the theories that I had learnt here (College) and all the stuff we hadn't been exposed to we had given to us on the side - a lot of learning theories, a lot of different teaching techniques that we could actually try out and see it happening on the spot".

"I think the value of the first section was so great it was a real downer to get to the second section; it was five weeks and in that five weeks you knew that the end was so close, it was just strange".

All the students interviewed had won jobs for 1994, though it had become apparent in October that students in the Hillmorton group had been particularly successful in gaining teaching positions very early in the job round.

## CONCLUSION

The initial aim of the research project was to compare the confidence and competence of students in a trial 'extended section' training scheme with that of students in a standard College based course. Confidence and competence in teaching are, of course, notoriously difficult to measure and in no way would the researchers claim to be definitive in their findings. However it is possible to draw some tentative conclusions from the data gathered and perhaps to offer some points for further debate.

The decision to trial the extended section was made late in 1992 and embarked upon in 1993 with relatively little preparation and a minimum of support. Its success or otherwise was to rely heavily on the commitment of the tutors involved, the enthusiasm of the associate teachers at Hillmorton High School and the involvement of the Director of Secondary Programmes whose tragic illness was to remove a crucial element of support. Despite, or perhaps because of these difficulties, there was a determination to see the trial succeed.

Added to this was a group of students who had selected into a programme which they perceived would give them more exposure to classroom practice. There is no doubt in the minds of the researchers that these students were committed to teaching and to the success of the trial and already possessed levels of confidence above and beyond those exhibited in the normal tutor group profile. While all professional studies tutor groups form close bonds, it was clear that this small group developed particularly close ties which were to be valued not only in a social sense but which were to play a significant role in their professional development.

An awareness of the impending long section gave the students a particularly clear focus in the first six weeks in College. Liason with Hillmorton High School meant that they were already familiar with the school and associates prior to the start of the section. At this point it is important to stress certain features of the trial which undoubtedly contributed to its success.

To begin with the presence of the two tutors in the school throughout the ten week extended section was crucial. For the students it meant constant feedback and, with the continuation of Professional Studies and Education Studies classes on site, an integration of theory and practice unobtainable in the regular College based programme. Despite the real difficulties experienced in timetabling all the students together for classes, it is clear that the advantages to the students outweighed the headaches caused by such problems.

Another particularly positive (and related) feature of the trial was the presence of **all** members of the tutor group in the one school for the entire section period. The tutors were relieved of the necessity for time consuming travel between schools. Moreover the group was able to build on the close ties already established at College and employ the John Heron model as a significant part of their professional development. Student comment highlighted the extent to which they observed each other teaching and offered constructive feedback. Moreover the whole group would often become involved in the process, as evidenced in this comment from one of the tutors:

"One of the students just came in ... and she had a fairly unpleasant period and she sat down and all her body movements said that she was unhappy and as soon as she sat down everyone just put down their pens and turned to her; they were all sitting around the room and someone said what happened and she just talked and everyone just stopped what they were doing and turned and listened, very active listening, and made a couple of comments and the group just sort of surrounded her and I was really pleased about that. We don't have a resolution, she's going to need to create some time to talk to her associate to clear a few things and she was saying this within about ten minutes, she was starting to say I can see I have to talk to them and she was thinking through her problem herself but it was the fact that she was able to have instant support ... that's really positive".

Yet another element contributing to the success of the extended section itself was the decision to limit the number of associates for each student to two. Once introduced to the John Heron model many associates were themselves willing to receive feedback from students who were observing their classes. The experience of one student, however, would lead us to caution against only one associate. It is very clear that, under an apprenticeship system, and without the support of College tutors and fellow students, a student placed with a less than competent or committed associate would be severely disadvantaged.

One of the very positive spin-offs of the extended section was the opportunity it offered for in service training of associates. While the tutors acknowledged that pressure of time meant that such training did not take place as early as it might have done, it was clear that associates were much better equipped to support their students once they were aware of the aims, objectives and structure of the College professional studies course. A better quality of partnership between associate and student and a higher profile for the College undoubtedly resulted.

These were some of the benefits of the extended section. They were achieved, however, at considerable cost, both to individuals and to the programme, and these costs need to be recognised. To begin with, the trial was 'expensive' in terms of staffing. The ratio of two tutors to ten students as opposed to the average of two tutors to approximately twenty four students was clearly inequitable in terms of the current structure. The fact that the school also gained the services of one of the tutors as the teacher of a senior class for a full year proved to be a source of considerable stress for the tutor and a further cost to the programme. For the two tutors, there was a sense of dislocation in that they were, for ten weeks, largely cut off from their College networks and programmes, while still expected to remain abreast of current developments. One of the biggest drawbacks for the students was the pressure created by their 'absence' from critical College curriculum courses. As has already been discussed, the students' willingness to return to College for as many curriculum classes as possible, combined with the willingness of many tutors to modify their programmes to accommodate the needs of the Hillmorton students, meant that the problems were largely overcome, but not without considerable extra effort and commitment on both sides.

In considering the outcomes of the extended section trial alongside the recent literature on school based teacher training, are there some 'lessons' we can learn in terms of future directions for teacher training in New Zealand? That the ownership of pre service teacher education remain in the hands of institutions best equipped to offer high quality training is vital. Institutions whose primary purpose is other than initial teacher training cannot hope to offer the depth and range of experience essential for the student teacher. Implicit in this statement is a rejection of the apprenticeship model as a retrograde step for a profession increasingly required to be at the cutting edge of educational innovation. Clearly, however, there are real benefits to be gained from a close (closer?) partnership with schools. The Hillmorton extended section trial illustrated that an increase in school based teacher training time need not mean a decrease in critical reflection or in the application of theory to practice. In fact both of these critical areas were seen to be enhanced by the nature of the extended section. The trial also indicated that increasing the time spent in schools, does not automatically reduce the involvement of Colleges of Education in the training process. The constant presence of the College tutors was seen to be a vital component in the success of the trial by both students and associate teachers. A closer integration of theory and practice was undoubtedly achieved by conducting Professional Studies and Education Studies on site. Finally, the problem, referred to frequently in the literature and recognised by all College of Education lecturers, of inadequate liaison between Colleges and associate teachers in schools, was addressed by the presence of College tutors in the school and the opportunities this allowed for associate teacher training.

It would be difficult to argue that the Hillmorton extended section trial produced teachers who were markedly more confident or competent than their College based colleagues. However the evidence suggests that these students achieved to a high standard and that their programme in no way disadvantaged their progress but rather enhanced it. The students who selected into that programme did so because they actively sought an extended school based experience. At the same time, there are students in the Christchurch College of Education Division C programme for whom ten weeks in a school after a mere six weeks of College training would be an overwhelming and possibly wounding experience. At the end of the year the students may well have achieved very similar levels of competence and confidence, but their routes to that achievement have varied. The strength of pre service teacher training must lie in its ability to offer programmes which meet the needs of individuals and no institution should know better than a College of Education the importance of recognising and providing for different learning styles and needs.

APPENDIX 1

PROJECTED DATA GATHERING POINTS  
IN RESEARCH PROJECT

The Control Group = C  
The Hillmorton Group = H

	Date	Group	Type of Data Gathering
1993	March	C, H	<ul style="list-style-type: none"><li>• Questionnaire (1) in College before Section 1</li></ul>
	April	C Associates (C)	<ul style="list-style-type: none"><li>• Questionnaire (2) and Interview post 4 week section for Control group</li><li>• Questionnaire for Associates of Control group</li></ul>
	June	H Associates (H)	<ul style="list-style-type: none"><li>• Questionnaire (2) and Interview post 10 week section for Hillmorton group</li><li>• Questionnaire Associates of Hillmorton group</li><li>• Interview with tutors over 3 points in section</li></ul>
	July	H, C	<ul style="list-style-type: none"><li>• Questionnaire (3) pre section 2</li></ul>
	Sept	H, C	<ul style="list-style-type: none"><li>• Questionnaire (4) post section 2</li></ul>
	Oct	H, C	<ul style="list-style-type: none"><li>• Questionnaire (5) pre section 3</li></ul>
	Nov	H, C	<ul style="list-style-type: none"><li>• Questionnaire (6) post section 3</li><li>• Interview</li><li>• Interview tutors (H)</li></ul>
1994	April	H, C	<ul style="list-style-type: none"><li>• Questionnaire (7)</li></ul>

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